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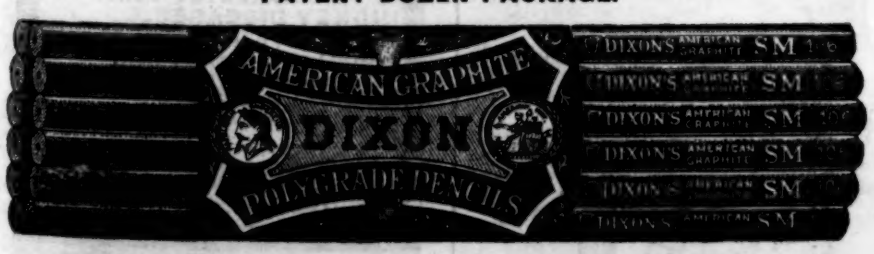

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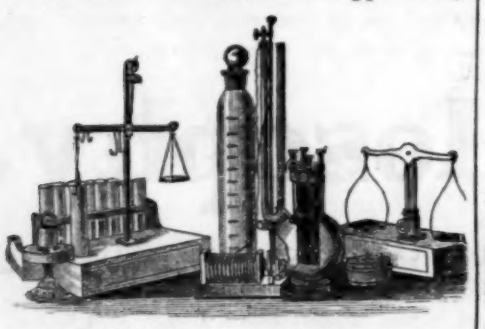

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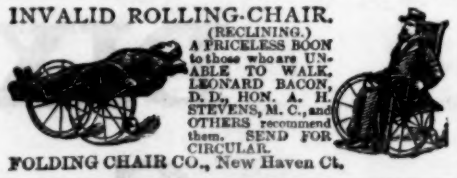

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THE SKEIN WE WIND.

BY GEORGE KLINGLE.

If you and I, to-day,
Should stop and lay
Our life-work down, and let our hands fall where they will,—
Fall down to lie quite still,—
And if some other hand should come, and stoop to find
The threads we carried, so that it could wind,
Beginning where we stopped: if it should come to keep
Our life-work going; seek
To carry on the good design
Distinctively made yours, or mine,
What would it find?
Some work we must be doing, true or false;
Some threads we wind; some purpose so exalts
Itself that we look up to it, or down,
As to a crown
To bow before, and we weave threads
Of different lengths and thickness,—some mere shreads,—
And wind them round
Till all the skein of life is bound,
Sometimes forgetting at the task
To ask
The value of the threads, or choose
Strong stuff to use.
No hand but winds *some* thread;
It cannot stand quite still till it is dead,
But what it spins and winds a little skein.
God made each hand for work, — not toil-stain
Is required, but every hand
Spins, though but ropes of sand.
If Love should come,
Stooping above when we are done
To find bright threads
That we have held, that it may spin them longer, — find but shreds
That break, when touched, how cold,
Sad, shivering, portionless, the hands will hold
The broken strands and know
Fresh cause for woe.

PUBLIC OPINION.

Conventions in France. — There is one or two matters in connection with the late educational congress at the Sorbonne, that cannot fail to strike teachers. The first is the desire on the part of the French Education Dept. to elicit the opinions of the teachers on certain points, and the readiness to be guided by the teachers' views. M. Jules Ferry stated, on the part of the Department, that the resolutions passed by the congress would be taken as a guide, and, in fact, adopted the views expressed on the two points discussed as the basis of his future policy. Another point worthy of consideration is the limitation of the subjects discussed. Two only were considered by the congress, and as a consequence these were discussed to some purpose.—*The Schoolmaster.*

Neal Dow on Colleges. — I am sorry to say that in our schools and colleges there is no systematic teaching as to the physiological effects of alcohol. There are many books treating exhaustively this subject, but they have small place in our schools, and none in our colleges. While there is no subject more important to be well understood by the young than the relation of alcohol, in whatever form, to the health of body and mind, — and to a successful or wasted life,—it seems to be generally ignored by the educated men of the country. In many of our higher schools there seems to be a fashion in relation to "drink," borrowed, I fear, from the German colleges, where beer occupies a more prominent place than the Bible, and where disloyalty to it (beer) is regarded as an unpardonable heresy. It is wonderful how it can happen, that intelligent men in our colleges are content to lay aside their individuality and allow themselves to be drawn by others into practices and habits which they know to be prejudicial to their highest interests, and which may possibly, nay, probably, prove to be the ruin of their prospects in life. There is no young man in college who has not some aspirations toward a life of usefulness and honor in the community. No intelligent young man can be ignorant of the fact that the greatest obstacle to the realization of these hopes is the drinking habit, while no possible happiness or benefit can come of it.

The Old Systems.— The cause of failure in the old system of education lay not in its hard and arbitray methods, not even in its abuse, so contrary to modern ideas, of corporal punishment, so much as in this, that it in no way sought to make the pupil interested in his own education. In the methods of good teachers it is a leading feature that *curiosity* is stimulated; and the freshness and pleasure of a process as attractive as any play prevents the school from being like that to which Shakespeare's school-boy "crept unwillingly." — *Canada School Journal.*

Popular Life Insurance. — The question of popular life insurance is one which deeply interests hundreds of thousands of people in this State and millions of people all over the country. The want has in a great measure been met by innumerable benefit and aid societies founded upon purely benevolent principles. The mismanagement and corruption of the ordinary insurance companies, led to the establishment of these organizations, and facts and figures go to show that they have been of the greatest advantage to their beneficiaries. It will be seen that a bill has been again introduced in the Legislature which aims to blot all these societies out of existence, not because they have failed to do the work they undertook to do, but because they are conducted upon such sound business principles; because the management is, as a rule, so honest, and because public confidence in them is becoming so strong that they have seriously interfered with the regulation associations, whose profits are wasted in expensive buildings and extravagant salaries. The bill in question ought not to be passed, and the party that attempts to pass it will make a great mistake. The insurance laws of the State, as they stand at present, are amply sufficient to protect the great corporations and their patrons. There is no necessity to so amend them as to strike down the advocates and patrons of popular life insurance who are doing an honest business in an honest way.—*N. Y. Herald.*

Work at the South.—I begin my plea for Education with an appeal to parents to take a wider view of their obligations than this allegation conveys, to see to it that, even though it be at the cost of self-denial and sacrifice, they secure for their children all the instruction within their reach; and to our citizens generally let me bespeak their united influence to achieve larger educational results through intelligent efforts and influences. "The nature of education must be explained. The whole mass of mind must be instructed, in regard to its comprehensive and enduring interests. We cannot drive our people up a dark avenue, even though it be the right one; but we must hang the starry lights of knowledge about it, and show them not only the directness of its course to the goal of prosperity and honor, but the beauty of the way that leads to it. Let the intelligent visit the ignorant, day by day, as the oculist visits the blind man, and detaches the scales from his eyes, until the living sense leaps to the living light. Let the zealous seek contact and communication with those frozen up in indifference, and thaw off the iceberg wherein they lie embedded. Let the love of beautiful childhood, the love of country, the dictates of reason, the admonition of conscience, the sense of religious responsibility, be plied, in mingled tenderness and earnestness, until the obdurate and dark mass of avarice and ignorance and prejudice shall be dissipated by their blended light and heat." I propose then to present this subject fully and necessarily at some length, and I count on the sympathy and active coöperation of every parent in our city and throughout the State for united action in this essential work. *We must combine to succeed. — Hon. W. A. Courtenay, Mayor of Charleston, S. C.*

IN THE FIELDS.

BY MARY R. ALLING.

A half-day in the country has renewed the childhood within us. Springing grass and bursting buds filled the air with a faint, exquisite perfume; birds sung their love-songs and gathered food from the freshly-turned soil; a brook ran its happy course; the rocks were warm in the sunshine, and invited us to rest and to read their fascinating story; clouds quietly traversed the clear blue; and the wind tempered the heat with sweet coolness.

Again nature sought to teach that growth is from within, is slow, is silent, is imperceptable at any specified moment of time, is subject to conditions, and, that when the favoring conditions are provided, is as sure as the coming of day and night. She led our thoughts to the results of her work. From the oldest records that geologists and philologist have read for us to the last words of Thomas Carlyle and George Eliot, nature has steadily striven to produce perfection, not only in the individual, but in the type itself. A comparison of the present fauna and flora with those of the early geological eras shows the marked superiority of the former in symmetry of form, in adaptation of structure and function to environment, and in the variety and beauty of coloring. A similar change is visible when the surroundings of the present man are placed beside those of his ancestor of early historic times; and, in the realm of thought, the average man of to-day hears a still greater unlikeness to his fellow of the early centuries.

All this emphasizes the fact that change, improvement, development to something higher, is the spirit that animates nature. Shall we believe that man spontaneously seeks evil and deformity? We remember a child who, happy with pebble and flower, called to us from a near hill, and the affirmation dies unspoken from our lips. Put yourself back into the years of your childhood; and do your soul the justice to recognize the truth, that, for one malicious or intentionally unkind act of those years, you did a hundred whose sole motive was pleasure for another; recall the promises made to yourself with all the strength of your young mind,—promises to control and destroy faults that

had annoyed those whom you loved, and given pain to yourself; remember how the stories of noble deeds thrilled you, and how hard you strove to reproduce them; remember how words of appreciation and helpful kindness made thorny ways easy, and how darkness and hate came with every sense of injustice and unkindness. Can you remember these facts and not see that good was the sunshine you strove to reach; and that freely and willingly you rarely turned from it? Will you then deny the same conditions of spirit to another child? Does not a teacher forget his own youth and degrade great nature when he speaks as if children were of desire or necessity either unkind or untrue?

A teacher once said to the young women in her presence, "I wish you to be ladies in manners if you are not ladies at heart." That teacher forgot, for one moment at least, that true growth is from within, and that no high spirit-life is possible without sincerity. Better be as rude and rough as an untamed savage than to wear that gracious thing which we call fine manners as a mere outside ornament. We are sometimes in danger of forgetting the real meaning of the words that suggest so much pleasure and beauty. From Sir Philip Sidney's famous definition of a gentleman to the latest work on etiquette, we find that the real thing talked about resides in the mind, and that what we call the laws of good society are but the recognized modes for the outward expression of good behavior, not the thing itself. As he who has ideas to express grasps eagerly the words that will give them adequate expression, so he who has true refinement and courtesy within will be quick to appreciate, and skillful in using, those forms of expression that are understood to convey these ideas.

The real cause of most school-room troubles is the loss of the memory of childhood's days, and the subsequent lack of sympathy between teacher and pupil; and we know of no better way of replacing this loss than by spending a day in the fields.

Spring-time and little children belong together; and when you have felt the spirit of the one, you understand that of the other. A child's keen sensitiveness and pride are given, like the perfume of the opening buds and flowers, as a shield to the life within from the frost that brings blight and death. Their curiosity and their activity are but the individual expression of the race-conditions of progress; their rebellion from restraint and injustice is the spirit that has emancipated from chains and superstition; their questions of doubt, which sometimes follow what you call clear statements of facts, express only the mental condition that leads to the reinvestigation of phenomena and the correction of error, the universal demand to experience for one's self.

Teachers, the fault rests with us. Despite heredity, previous training, and present environment, every character has the same elements and the same possibilities of growth: each differs from every other only in quality, quantity, and relation of elements; and in the camparative, aggregate results of growth, not necessarily in the actual, relative amounts of it. The varying conditions will determine the rapidity of change in any given direction, and the methods of work to produce change: but, soon or late, real, desirable growth will show itself to that teacher who works in harmony with nature; and, like her, cheerfully waits when his part is done. It cannot be otherwise; for nature's effort to destroy evil and to produce good are greater than his. She is an untiring helper to all who will work in her ways, and a gentle and generous mistress to serve.

We must not forget that the harmony must first be within ourselves. We may recognize an ideal and express it in words; but no influence of ours will ever reach in the school-room above our every-day character. If we have refused submission to the divine laws, whether with reference to a question of physical health or one of moral relation to others, we cannot hope to lead other spirits to a higher life. The growth of our pupils in character and manners, day by day, is a sure index of our own real condition. Likewise, what we receive of friendship, of social life, of general good or evil, of kindly appreciation or slight, is our just due. It is a reflex of what we are, and not less than our desserts. It is what we are mirrored to us; it is our gifts measured back.

Let us recognize this truth; and cease to blame pupils for our lack of success in teaching, and society for our isolation. Let us begin to reform ourselves, to make one human soul approximate to its possibilities in sincerity, kindliness, devotion to truth, obedience to nature's laws, and in all nobleness. As we give up prejudice and ease, and seek to know nature's methods of education; and as we subordinate theory and superficiality and show to real and essential fact, — will our work take hold of the children and draw them to love study. As our kindly sentiments and sincerity grow, will their love and faith cling to us and make school-hours the happiest of the whole day. When we become worthy of the society of the wise and noble, their doors will open to us, and their treasures of thought and experience will enrich our lives. To him who does not forsake or neglect his childhood and the spring-time, all good is offered and all life is divine.

The sun covered the west with glory as the earth turned away from him, and Venus ushered in the stars. Then the lights in the car shut us from the gathering night, and the crowd at the depot brought us fully back to city life; but, having reached our rooms on a quiet street, we were glad to have the spirit of the day revived by the birds in our neighbor's yard. As their songs ceased and the breeze died away, we looked out to the quiet heavens and felt the indescribable hush that follows a day in early spring.

April 23, 1881,

EVA GRAY;

OR,

A TEACHER'S LIFE, WITH VARIATIONS.

BY A. E. WINSHIP.

CHAPTER IX.

THE SEQUEL.

"Had we never loved sae kindly,
Had we never loved sae blindly,
Never met or never parted,
We had ne'er been broken-hearted."—*Burns.*

It was heartless cruelty, for political ends, to plunge Alonzo Klipton and his beautiful bride in the agonies of a noisome scandal which had no reference to anything that occurred during his residence in the Granite State. But, on the other hand, it must be said that it would have been the part of wisdom for a youthful stranger of clouded record to have been somewhat more modest in championing a cause devoted to showing up less glaring evils than were liable to exposure in his own case. The truth was, however, that he could not appreciate that he was the same being who had formerly borne his name, and when he thought of by-gone days it was as one thinks of a dream. For three years he had seen no one who knew aught of his waywardness, and since he was now perfectly clean, it did not once occur to him that he was walking upon a suppressed volcano, until it suddenly emitted an amount of scandal, mostly false, with a grain of truth for seasoning, which would have buried men of longer social standing than he had attained.

It is foreign to our purpose to dwell upon this phase of our tale. Suffice it to say that he was orphaned at an early age, drifted early into a circus company's service, after which he was arrested and arraigned for house-breaking, with a company of older youth, for which he was imprisoned. Befriended by a benevolent lady, he was pardoned out and put to school, where he made a fine record for brilliancy until he was expelled for utter disregard of the rules. Returning to the benevolent lady, she shielded him and censured the faculty, until a year later he married clandestinely her wealthy niece. Then all friends turned against him, and he abandoned himself to dissipation, they procuring her a divorce. Three years before the time of which I write he had left all early associations, had straightened himself out sufficiently to take a good business position, and was a first-class success as an insurance agent when Eva secured his total reform at Restville.

Of all this early waywardness Eva had no knowledge; and though it had been whispered about the capitol for some days that there were to be startling revelations, it had not come to her ears; and it was a heart-rending sensation to have her sun that had steadily brightened since her advent into Concord society so unexpectedly beclouded with the smoke and dust raised by the unearthing of buried scandals for purely political effect.

Klipton had prepared himself for the worst. It had been rumored that he was to be crushed, and he had hardened himself for the issue. Conscious that it was nobody's business what happened to him in youthful days so long as his life had been exceptionally clean in the Granite State, he prepared to brave it through, and when the bomb burst he sat in the lobby of the State House and read every word of the sensational story without changing a muscle of his face. When he met Eva, who had seen it on the parlor-table of the hotel, he tried to laugh it off, but admitted that it was seasoned by a little truth. The next day he took his seat in the House, and at the first appropriate moment rose on a "Question of Privilege," and made the great speech of the session. He was cool in his bearing, and scathing in his portrayal of the "Ring" that hoped, by blackening him, to distract the public attention from their own smutty record. He said it was not a question whether the statements about his boyish waywardness were true or not; he was not one to try to make his own record better than it really was; but for three years he had atoned for early recreancy by a life to which he challenged the "Ring" of hypocritical thieves and political libertines to turn on their highest magnifying power in search of cause for scandal. He compared himself once caught in the reticulated circumstances of designing men but duly reformed, devoting himself to the public good with those leaders of the opposition with all grades and shades of unspeakable recreancy, living unwifed at the capital amid daily slurs at their marital infidelity, crowning all with a charge that they supported themselves in profligacy out of the public treasury. This was such a sharp thrust at the leader of the opposition that he was deafened by applause; for even the administration party itself abominated the man who led them per force of will-power and influence, controlled by patronage.

That night it became evident that the newspaper attack had done him more good than harm, and the leader of the opposition was the man who was threatened political burial. That evening an impromptu reception was given him at the hotel, and an elegant gold watch was presented him by an admiring populace.

His star was brightened by the temporary obscuration, and all his measures were carried for several days. Unfortunately, the ——— Insurance Company of Connecticut, for whom he had been working with unparalled success, made a terrible failure, by which it appeared,—all unjustly,—as though he had personally swindled every man he had insured, and scores of men from Restville and the neighboring towns came rushing up to the capital demanding an explanation. This daily din, this incessant clamor and whine of an angered delegation of country constituents was worse a thousand-fold than any newspaper warfare. It was a species of contest in which no brilliant speech would have any effect, for an outraged company of sturdy farmers and rural merchants are afraid of fine words and oratorical phrases. They remained several days, stinging him with piercing acuteness, all the more keen because it made it apparent that he would never be returned to complete the work he had undertaken. But even under

these discouragements he was all right, for the recalcitrant spirit of his friends gave his cause such political momentum as to float him in spite of the receding public sentiment.

At this juncture Eva proved his worst enemy. She was so deeply wounded at the fact that he had deceived her that all the political enthusiasm seemed to her like hollow mockery. She would have been all right had he been subdued, humbled, and repentant, but the effect was quite the reverse. He had met one of the heaviest political counter booms ever launched, and it had only increased his grip upon his party. He had a new gauge for his political potentiality, and it gave him an imperial air which was distressing to Eva. It seemed as though she could not bear it. He gave all his time to the management of party affairs, and was little in her company. He ignored the distinctive temperance party, thereby gaining a larger number of votes in the House. His breath revealed clearly at times that he did not hesitate to drink the lighter beverages, and he often forgot to speak to Eva as devotedly as at first. She felt not only all the bitterness of his personal disgrace, but trembled at his recreancy, and, being much alone, was troubled by a too-prolific thought brooding over the possibilities of the future, until her despondency was apparent to all who saw her. This furnished a new leverage for his ever-watchful enemies, who set their wives and sisters upon his heels with their weird influences, condemning him for breaking the heart of one of the sweetest women in the world, enticing her from one of the most flattering positions as a teacher to a life of wretchedness and sorrow with him. Things were made a hundred times worse than they really were, as they were served up in every kitchen, drawing-room, and parlor of Concord and Restville. Without knowing what it all meant, Klipton knew that his party was shedding its loyalty to his leadership. He had secured the passage of all the important measures, and, it being evident that he would not be returned, the party was transferring its lines to other hands. Seeing this, and not knowing what forces were at work, he came to feel that this scandal, which he had more than once remanded to oblivion, had still an intense vitality, and that secret timidity possessed him which will unman the sturdiest heart. Added to all this he was troubled about his financial future. His legislative income would not half pay his daily expenses. His insurance business was now worthless, and he had nothing to depend upon.

In this state of mind Eva met him one evening on his return, with the statement that she could no longer endure the agonies she had been suffering for weeks, and unless he would go West to some unknown city and begin life anew, she should return to her friends at Elliot. Circumstances had brought him to that posture of mind in which he was ripe for some social *coup d' état*, and he availed himself of this attitude of his wife to make himself a martyr, going West just to please her, giving up, as he said, "one of the brightest political outlooks man ever had." So Eva had the name, with her husband, of blighting all his prospects, when in reality he was rejoiced from his soul's depth for an excuse to escape the consequences of unwieldy circumstances, financial, social, and political.

— Some clocks do not strike. You must look at them if you would know the time. Some men do not talk their Christianity; you must look at their lives if you would know what gospel can do for human nature. But a clock need not be incorrect because it strikes; a man need not be inconsistent because he speaks as well as acts.—*Anon.*

— The heavenly luminary rises amid vapors; star-gazers enough must scan it with critical telescope; it makes no blazing, the world can either look at or forbare looking at; not until after a time and times does its celestial, eternal nature become indubitable. Pleasant on the other hand, is the blasing of a tar-barrel; the crowd dance merrily around it, with loud huzzaing, universal three-times-three; but, unhappily, it soon ends in darkness and foul, choking smoke.—*Carlyle.*

A PICTURE.

BY MRS. EVA A. H. BARNES.

There's a bright and sunny picture
That comes back to me to-day,
Standing out from other beauties
Memory sheds upon my way;
And it thrills my heart with gladness,
Like a song of olden times,
And my life resounds and vibrates
Like the bells in wedding chimes.

'Tis a schoolhouse, brown and lowly,
Nestled close among the hills,
And I catch the scent of clover
As a robin gaily trills;
And a dozen happy children
Gather 'round a teacher there,—
Eager-faced, they bring her flowers,
Blue forget-me-nots so fair.

Many years their joy and sorrow,
Light and shade alternate cast,
But I find they cast no shadow
O'er those pictures of the past;
And there's naught that seemeth fairer
Than that early summer's day,
When to me, their young child-teacher,
Children brought the flowers of May.

ON TEACHING ENGLISH GRAMMAR.

BY J. H. HOOSE, PH.D.

IV. — MODES OF TEACHING ENGLISH GRAMMAR.

Pupils should have acquired some skill in composition before they begin the subject of English grammar; they should possess a reasonable ability to discern analogies between simple terms, and draw correct inferences from those analogies; they should be able to read intelligently. With this preparation, the children are supposed to begin the study of English grammar. Previous to the teacher's appearing before her class, she should have the lesson completely digested, and the successive steps of subject-matter should be written in her note-book. These notes may be before her upon the desk when hearing the recitation, but she should not be confined to a close scrutiny of them. She should ask the minimum number of questions when giving an advance lesson, reserving the maximum number for reviews; she should spend no words or time in preliminary remarks about what she proposes to do, but begin to do work from the first moment; she should have her own mind deeply concentrated upon the purposes of the lesson. It is a mistake for a teacher to attempt to explain too many of the common terms to be used by herself or the class; some words may be assumed without any question. Use sentences from a Reader with which the pupils are familiar, instead of writing a select few upon the blackboard. Drop all side issues that interfere with the main points in the lesson, — a teacher can not do everything at once.

AN ORAL LESSON UPON THE DEFINITION OF SENTENCE.— (Somewhat in detail in order to comply with the request of readers of THE JOURNAL.)

Suppose the teacher's note-book presents the following synopsis as prepared for herself:

1. A thought expressed in words is a sentence.
   AUTHORITIES: Fowler, § 476, p. 512.
   " § 531, p. 629.
   Angus, § 329, p. 242.
   Brown, p. 547.
2. A thought expressed in words is a proposition.
3. A thought expressed in words is an assertion.
   Note.—Sentence relates rather to the form, and proposition to the matter, of what is said; but no notice of this distinction will be taken with the class.
   AUTHORITIES: Smith, "Phrase."
   Mill, §§ 1-3, pp. 26-9.
   " Ch. IV-VI, pp. 66-93.
   Day, § 19, p. 31.
   Fowler, § 476, p. 512.
   " § 449, p. 481-2.
4. A thought expressed in words is a sentence, proposition, or assertion.
   MEMORANDA: *a.* Assume without question the meaning of the expressions: words, group, and thought.
   b. Use Sheldon's Second Reader, p. 9.

With the above preparation the teacher is before her class; the pupils, book in hand, turn to page 9 of the Reader. The teacher directs the first pupil to read the first group of words that expresses one thought.

Pupil.—"John has a flag."

Teacher.—"The next may read the following group of words."

Pupil.—"He has the flag on a long pole."

Teacher.—"Read the next thought."

Pupil.—"The flag is red, white, and blue."

Teacher.—"How many thoughts are expressed by this group of words."

Pupil.—"Three."

Teacher.—"Read the first thought of the group of words that has just been read."

Pupil.—"The flag is red."

Teacher.—"Read the second and third."

Pupil.—"The flag is white; the flag is blue."

Teacher.—"Is the flag *red?*"

Pupil.—"No; it is red, white, and blue."

Teacher.—"Read the next group."

Pupil.—"Jane has no flag."

Teacher.—"Read the next thought."

Pupil.—"But she has a white dress, a blue sash, and a red bow for her hair."

Teacher.—"Are you sure that you have read the thought correctly?"

Pupil.—"I am not; I think the group, 'but she has a white dress,' expresses one thought."

Teacher.—"Read the next thought."

Pupil.—"And she has a blue sash."

Teacher.—"Read the next thought."

Pupil.—"And she has a red bow for her hair."

Teacher.—"How many thoughts are expressed in this whole group?"

Pupil.—"Three."

Teacher.—"Read the next group that expresses a thought, taking care to read no more."

Pupil.—"They have come out to play."

Teacher.—"Read the next group."

Pupil.—"Until it is time for dinner."

Teacher.—"How many groups or thoughts have you found in the story?"

Pupil.—"Nine."

DIRECTION: Before proceeding further, review these groups so often and so rapidly, even in the same recitation, that the pupils may be said to know them "by heart" as well as "by head." If more time is required to attain this thoroughness, take it in subsequent recitations.

Teacher (*continuing*).—"By what means is the first thought expressed?"

Pupil.—"The first thought is expressed by means of words."

The teacher, saying nothing, writes upon the blackboard: "A thought expressed in words is a sentence."

The pupils severally and collectively read it."

Teacher.—"Read the third *sentence.*"

Pupil.—"He has put the flag on a long pole."

Teacher.—"Why is this a sentence?"

Pupil.—"'He has put the flag on a long pole' is a thought expressed in words, and therefore is a sentence."

Teacher.—"Read the eighth sentence, giving the reason at the same time why it is a sentence."

Pupil.—"'They have come out to play' is a thought expressed in words, and therefore is a sentence."

Erase the definition from the board.

DIRECTION: Drill the pupils upon this last form of answer until they know it "by heart." When pupils are familiar with the definition as written, the teacher will introduce the forms of definition designated 2, 3, and 4, provided the pupils are mature enough to learn them without becoming confused in regard to them; with younger pupils do not introduce these at this time, for one form at the end of an intelligent tongue is better than four of them hanging suspended somewhere in the mysterious *limbus fatuorum* of the brain. Continue this exercise upon other selections of the Reader, and until the pupils have acquired a respectable skill in detecting sentences readily.

EDUCATION alone can secure social peace, an orderly, progressive government, and true liberty, — not the false liberty which was a mere sophism for extinguishing all enlightment.—*Gambetta.*

ABOUT WILD FLOWERS. — *(VIII.)*

BY H. L. CLAPP.

THE CROWFOOT FAMILY.—*(Con.)*

The leaves of different species of the same family are often more characteristic than the flowers, and this is true of the Buttercups. We have noticed the leaf of the Bulbous Buttercup, and now we will give the most important characteristics of another Buttercup-leaf quite as common, — that of the Tall Buttercup (Fig. 7, *A*). The lower leaves, at least, have three divisions (3-divided), *all without stalks*, and each division, also, has three parts. The illustration of this leaf looks quite different from that of the Bulbous Buttercup (Fig. 6, *C*). The leaf-stalks are not furrowed, the whole plant hairy, the stem two to three feet high, and the flowers bloom from June to August in fields.

The Creeping Buttercup, with its large flowers, an inch across, is another beautiful species, and quite common in shady places and wet meadows. You may know it by its *habit of forming long runners*, in the first place, and again from the *three divisions* of the leaves being *stalked*.

Another characteristic leaf is that of the Meadow-Rue (Fig. 7, *B*). This is one of the most common plants on a farm, yet its name is almost unknown to the farmer. It appears in early spring, and now (May 9) is among the tallest plants that have grown from the ground this year. As a rule, the main leaf-stalks divide into three others, and so on three or four times,

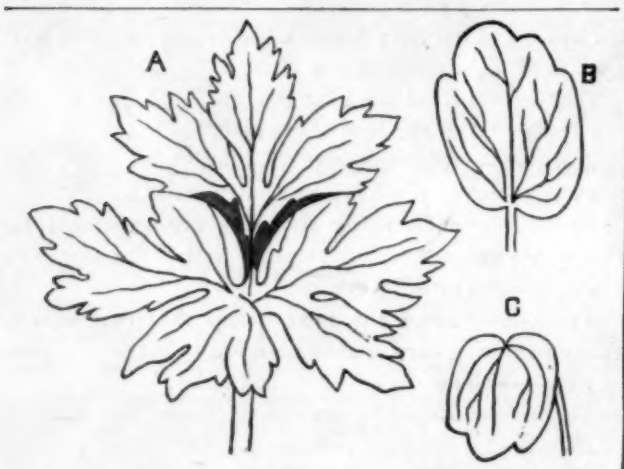

FIGURE 7.

until the fine stems are terminated by three leaves similar to Fig. 7, *B*. Often they are smaller at the ends of stems, then again larger; then cut into six or seven lobes, then like Fig. 7, *C*, making a very variable leaf, but one which retains its character after all. There are three common species of Meadow-Rue. The Early Meadow-Rue, growing from one to two feet high in rocky woods, and flowering in May, may be recognized by the *leaves all having petioles*, or leaf-stalks. The leaflets are drooping, the flowers purplish and greenish, and the yellowish anthers droop on fine filaments. The Purple Meadow-Rue, two to four feet high, and blossoming, with green and purple flowers, in May and June, on uplands, has its *leaflets without petioles (sessile)*. The Tall Meadow-Rue also has the *stem-leaves sessile*, but the *flowers are white*, the *height* from *four to eight feet*, the *anthers do not droop*, and it flowers in July and September in wet or moist places.

The Meadow-Rues of this country are mostly diœcious, having the staminate flowers on one plant and the pistillate on another. The flowers are not attractive on account of their beauty, but the foliage is very graceful, being about as far removed from anything conventional as any foliage can be, whether you consider a single leaf or the attitude of all the leaves.

The leaves of the Rue-Anemone, taken singly (Fig. 7, *C*), bear a strong resemblance to those of the Meadow-Rue; but the *habit* or manner of growth is quite different. Usually about five leaf-stalks (*petioles*) and three flower-stalks (*peduncles*) start from the same place on the otherwise naked stem, and *diverge like the wires of an umbrella*, forming with the flowers an *umbel*. The flowers look very much like those of the Wood Anemone; the plant grows with the latter, blossoms at the same time, and attains the same height, — about six inches. The five to ten white sepals are sometimes pink, like those of the Wood Anemone, but the leaves will distinguish it from the Wood Anemone.

All the flowers of the family noticed hitherto, except the Buttercups, are incomplete, being without petals (*apetalous*); and, in this connection, it seems time to state that, when one kind of floral envelopes is wanting, it is thought to be the corolla.

Some readers of these notes "About Wild Flowers," who live in the East, may be well acquainted with most of the Crowfoot species growing in this region, and desirous of obtaining species growing in the West. Likewise amateur botanists of the West may desire species of Crowfoots growing in the East. An exchange may be effected very readily by means of the *International Scientist's Directory*, containing the addresses of hundreds of botanists and naturalists, in every section of this country and in Europe, published by S. E. Cassino, 299 Washington street, Boston, and sold for two dollars. The Directory gives the special department of study of each person named, and the kind of specimens for exchange.

Suppose you desire to make an exchange of Crowfoots which bloom in May in different parts of the country. A brief statement in regard to desirable specimens might be of some service. In deep swamps, from New Hampshire through the Middle States to the Mississippi, may be found the Spreading Globe-flower, about twice the size of the Buttercup, and double with its numerous greenish-yellow petals; from Illinois westward to the Rocky Mountains, the singular Pasque-flower, with purplish silky sepals; in the Central States, the Dwarf Larkspur and Azure Larkspur, with sky-blue flowers; in rocky places, from New England to Wisconsin, the rare, bluish-purple Clematis *verticillaris;* in rich land of Pennsylvania and Ohio and southward, the purplish Leather-flower (Clematis *Viorna*); in Illinois and southward, the purple, daisy-like Carolina Anemone; in sandy or dry woods, from Massachusetts to Illinois, the Thimble-weed or Long-fruited Anemone; in ponds, from Massachusetts to Wisconsin, the Yellow Water-Crowfoot; in wet places of prairies, from Illinois to British America, the diminutive Ranunculus *rhomboideus;* along the Alleghanies in Virginia and southward, the Trailing Wolfsbane; on rocky hills through the Eastern and Middle States, the scarlet Wild Columbine; in rich woods north, the Red Baneberry and White Baneberry.

NOTE.—*May* 9. The Jack-in-the-pulpits are out by thousands in Gray's Woods, Roxbury, and near Spring street, on the Dedham railroad. The Early Meadow Rue is just coming into blossom in moist, shady places everywhere. The White Violet is abundant about French's Woods at the end of Wyoming street, and on the Brookline Marsh. Now is the time to get acquainted with the Rose Family, through the flowers of the Cherry, Peach, Pear, and Apple.

May 13. In Gray's Woods the Yellow Rocket (*Barbarea vulgaris*), Early Meadow Rue (*Thalictrum dioicum*), and *Uvularia sessifolia*, are just beginning to blossom. The first flowers of the Bulbous Buttercup in in this vicinity are out. The Yellow Rocket is abundant at Milton Lower Mills, at the left of the end of the horse railroad. The Common Lousewort (*Pedicularis Canadensis*) is found now in the fields of Hyde Park. The Hornbeam catkins are shedding their pollen.

May 14.—The flowers mentioned last week are very abundant now near the Dorchester Station, especially Marsh Marigolds and Violets. The large shrub called the New-England Shadbush is now covered with white blossoms, making it look, at a distance, like a full-blown Pear-tree. Abundant at Dorchester.

CORPORAL PUNISHMENT. — *(III.)*

BY B. C. GREGORY, NEWARK, N. J.

THE EXPERIMENT IN THE N. Y. CITY SCHOOLS.

To show, however, that the superintendents never changed their opinions we continue to quote from their reports. In the reports for 1874 Mr. Kiddle claims that the discipline in the primary schools is retrograding; once more he inveighs against the evil results of suspension: "Many pupils," he says, "are forced from our schools into parochial or corporate schools by this failure on the part of the schools to exercise the needed coercion." In the early part of the same report the president of the Board deplores the strain on the teacher.

In this report Supt. Fanning argues again the necessity of corporal punishment as a reserved power. He echoes the sensible remarks of Supt. Harrison referred to above, regarding the difference between order and discipline.

He again refers to the lack of prompt obedience, to the influence of refractory boys, to the exhaustion of the teacher's strength. He then says:

"Until, therefore, special 'reformatory schools' for the training of refractory pupils are established, it seems to me that in order to prevent the necessity of turning such into the streets to grow up in ignorance or perhaps to become public paupers and criminals, there should be additional power upon the school premises, to be used in compelling, when necessary, proper and prompt obedience to authority,—the power of correction, as suggested by yourself (the superintendent) on a former occasion, placed in the hands of the principal of the school, but not to be used except as a last resort, and then under judicious restrictions. The mere fact of the presence, or possession by the principal of such additional power, without its use, would, in my judgment, have a widely salutary and restraining effect, and make even the advice and counsel of faithful and earnest teachers more influential for good."

This distinction between order and discipline is one which every member of the board should recognize and understand. All that is gained in most of the New York schools, according to Mr. Calkins, is

ORDER, NOT DISCIPLINE.

Report for '75 shows that suspensions are increasing, and furthermore shows that the number reported do not by any means show the actual number compelled to withdraw from school by surreptious methods. This is the language:

"The by-law of the Board allowing the suspension or expulsion of pupils, is very sparingly resorted to by the principals; some, indeed, never use the authority thus conferred upon them, detaining incorrigible pupils in their schools until they are compelled, by the class teacher, to rid their school of the offenders, when they coerce the parents into withdrawing these refractory children by the menace of expulsion. This number reported as expelled, is probably but a small part of the actual number who have been withdrawn from the schools because there was no power to restrain their propensity to disobedience and disorder."

A pretty state of things is disclosed when the laws regarding suspension are evaded to such an extent that the fact appears on the published reports of the superintendents. It shows, first, that the state of discipline is desperate; that the superintendent must admit publicly that he winks at gross irregularities. Finally, says Mr. Kiddle,

"The views which I have submitted in previous reports, in regard to the discipline and government of the pupils, appears to have received additional confirmation from the experience of the past year; while the impolicy and inconsistency of expelling from our schools any other than utterly vicious or depraved children, are greatly magnified by the efforts of the Board, by means of an expensive department, to enforce the provisions of the compulsory education law."

The same dismal song of suspension is continued through the reports of 1876, '77, and '78. We must hasten, however, trusting that the summary which we offer below, regarding these statements, will be taken as correct; to continue our quotations at length would prove exceedingly wearisome. In 1876, he calls the attention of the Board to the necessity of providing some means other than suspension, of dealing with incorgible cases. Does not the forcing of this subject on the attention of a Board which has twice refused to act, mean that they were profoundly moved concerning it? In 1877 the bugbear is suspension, the statement thereon being accompanied by the following highly-gratifying fact:

"Every new teacher has at first a struggle, sometimes quite a long one, before his or her influence is established and the control of the class obtained; and many otherwise accomplished teachers fail entirely to obtain this control after repeated trials."

AFTER SUCH A STATEMENT

from the superintendent, the testimony of some of the New-York principals and teachers, in corroboration of the above, may be received. We now quote from the language of an able New York principal, assuring the committee that, his experience is but a type of the experience of all, and that were it desired, we could bring an abundance of such testimony. He says that when a new teacher is appointed a scene of confusion ensues which baffles description. Slates are broken, boys are impudent,—hubbub reigns. Indeed, the principal must keep continually in or near the class to obtain any sort of order. Boys are removed from the class temporarily, and seated in various parts of the school, because they cannot be managed. Sometimes the spectacle is presented of twelve or fifteen boys from one class seated in various parts of the school, because the class has become unmanageable when these boys were in the room. This chaos sometimes goes on for three or four months, often until an entirely new class comes in, and the teacher can make a better start, aided by his experience. This instance is the rule not the exception.

We mention another fact. A meeting of the male teachers of New York was held a few months ago. After the regular business, which included an address on Methods of Teaching from Supt. Calkins, a discussion on the condition of the schools was held. During this discussion some twelve or fifteen teachers arose in rapid succession, and narrated instances of gross disorders and outrageous conduct on the part of pupils. The meeting tacitly accepted these statements as fairly indicating the condition of the schools.

We give but one more instance showing the temper of the teachers in New York. Children are often struck by teachers, but so opposed are the parents to the present law that the case is rarely reported to the superintendent. Occasionally a case does reach him, and is frequently dismissed with a simple reprimand. Such a punishment, in view of the circumstances, is absurd. Some time ago, however, a female teacher, wrought up to desperation by the conduct of a scholar, struck him. The case was reported, and the teacher summoned before the committee on teachers and fined a month's pay. A meeting of the teachers of the ward was called, the case laid before them, and the amount of the fine promptly subscribed and paid over to her.

In 1878 the suspensions are still going up alarmingly. There is, in this report, by the way,

AN AMUSING REVELATION

of the condition of the schools. It occurs during the administration of a copious coat of whitewash. It must be remembered that the superintendents no longer express their minds frankly. What they do say is wrung from them by a desperate state of affairs. Assistant-Supt. McMullin, after glorifying the order, punctuality, etc., of the schools, says: "I recently visited a school in which the average number of scholars late was about one per cent. of the number in attendance." A model school, gentlemen. The average attendance in the writer's school, last year, was 691. One per cent. on this number is 6.91. This multiplied by 200 school-days would give him 1,382 tardy for the year. The actual number tardy was 409. The school, by the way, was under his charge only a part of the year. His average tardiness during the current year, will give him less than 100 for the whole year, if the average continues. He would hesitate to make a report of 1,382 cases of tardiness.

Supt. McMullin says, further:

"There are many schools in which tardiness does not exceed two per cent. Those schools in which the average lateness is more than four per cent. of the daily attendance, are doing poorly, and must betake themselves to the rear."

We should say so. We infer from the above that three per cent. is not an unusual record. We will assume, to be fair, that the average tardiness is two per cent. of the daily attendance. The average attendance in all schools, except the high school, in the last report of the Superintendent of Newark, was 11,100; two per cent. on this amount is 222. This number multiplied by 200 school-days gives 44,400 cases of tardiness. The actual number was 9,171. What our Board would think of 44,400 cases of tardiness we don't know. It would deserve investigation.

In the report for 1876, is thus summed up

THE RESULT OF SIX YEARS' EXPERIMENT:

"Many parents finding that our schools are unable to govern their willful and unruly children, send them to the parochial or industrial schools. In connection with this, it is proper to call the attention of the Board to the fact that, while the average attendance of pupils in the schools immediately under its care has, during the past year, increased less than two and a half per cent., in the corporate schools it has increased more than five per cent."

"It is also of interest to observe that, at the close of 1875, the number of pupils enrolled in the Catholic parochial schools was 30,732, while in 1867 it was only 16,342, showing an increase in less than ten years of nearly ninety per cent.; while the increase in the attendance of the pupils in the public schools has, during the same time, been only about thirteen per cent.

"The increase in attendance at the corporate schools during the same period has been more than fifty-seven per cent. While the system of suspending pupils, instead of restraining them, which has been in operation since 1870, will not, of course, account for this great disparity in the growth of the public schools as compared with that of the other educational systems existing, side by side with it, yet there can be no doubt that the number of pupils excluded from the schools by the indirect operation of the system, far more than the number of formal suspensions would indicate, is very large."

The new Superintendent, Jasper, drops the subject. In his report we note one more reference to tardiness. The report, in a paroxysm of joy over the results obtained, gives one shining instance. We have reason to believe that it is the best New York can show. Well, then, in this gilt-edged school, tardiness is accurately figured at $\frac{2}{3}$ of one per cent! Without going into details, we simply remark that such a percentage would have given Newark, in 1879, 12,152 cases of tardiness. The actual number was 9,171. This includes

ALL SCHOOLS, GOOD AND BAD.

Our gilt-edged school, in this particular, shows a percentage of only seven-hundredths of one per cent. It is worthy of remark that there are no regular tardiness statistics in the New York reports.

The question of corporal punishment came up in the Board for the last time in 1877, when the matter was referred to the Committee on By-laws, Elections, and Qualifications. This Committee reported three in favor of, and three opposed to restoring the rod. The arguments, *pro* and *con*, may be discussed on a future occasion, but are not interesting here.

One argument in the report opposing the rod relates to a matter of fact, and is so dangerous that we must dispose of it here. If it were valid it would prove the whole question; as it is false, it proves only the sophistry or stupidity of the author. Commissioner West cites the tabulated reports on discipline of the Superintendent, to show that there has been no retrograde in order. In these tables the discipline of each class is recorded as *excellent, good, fair, indifferent, bad.* These terms represent a percentage, and the percentages, when averaged together, give the percentage of the city. The percentages are ascertained by the semi-annual visits of the Superintendents. In the language of the Superintendent himself:

"The conduct and demeanor of the pupils while being examined, constitutes about the only criterion possessed by the examining officers for judging of the character of the discipline of the class. The order is, however, improved by the presence of the examiner, which, of course, exerts a certain degree of restraint for the time being upon the conduct of the pupils," etc. (Report of 1874.)

The restraint exercised by the presence of the examiner is indeed very great, and the pupils are constantly taught to look forward to those visits with awe and trembling; if the order is good at no other time, it is very nearly certain to be good during the brief examination. Indeed, the writer has known certain classes to be marked *excellent*, whose order during the most of the year has been execrable.

But we will let the Superintendent speak for himself. In the Report for 1872 (two years after the abolition of corporal punishment),

THE REPORT ON DISCIPLINE

for the whole city is 92 per cent., while in 1870 it was 89¼ per cent. Here is an improvement of nearly three per cent., with the attainment of a high average. Concerning this the Superintendent says:

"A comparison of these tables will show an improvement in discipline" [this is on page 15; page 17 says:] "The power to suspend pupils has not been found adequate to prevent the most heinous offences, such as insulting and outrageous language to teachers, violent and injurious assaults upon other pupils, the wanton destruction of school property, gross disobedience, and constant disregard of the rules of the school. All these offences have multiplied very greatly in the schools, and are still multiplying," etc.

Both reports were laid on the table. We have spent a great deal of time on this subject; indeed, we have felt that it was absolutely necessary to show by the extended experiment of a large city that the measure proposed in Boston fails in its object. The New York case is, in itself, an unanswerable and sufficient argument. So much for the measure which the Boston School Board says was adopted by the New York Board of Education, in harmony with the spirit of the times, the civilization of the age, and the opinions and convictions of their very best educators.

AMERICAN INSTITUTE OF INSTRUCTION.

FIFTY-SECOND ANNUAL MEETING.

The fifty-second annual meeting of the American Institute of Instruction will be held at St. Albans, Vt., beginning on Tuesday evening, July 5, and ending Friday, July 8, 1881.

The Place.—The Institute is fortunate in the selection of the place of meeting. St. Albans is one of the most delightful spots in New England. Its scenery has been favorably compared by travelers with some of the most popular points of Europe. The town, the Green Mountains, the Lake, the Islands, the distant Adirondacks, all conspire to furnish a pleasing variety of near and distant views of land and water seldom equaled.

Its Central Location.—St. Albans is situated in the center of a large number of popular summer resorts,—Saratoga, Lake George, the Adirondacks, Ausable Chasm, Lake Champlain, Niagara Falls, Toronto, the Thousand Islands, the Upper St. Lawrence, the Rapids, Montreal, Ottawa, Quebec, the Lower St. Lawrence, the Saguenay, Newport, Lake Memphremagog, Mt. Mansfield, Camel's Hump, the White Mountains,—can all be easily reached by excursions from St. Albans, at the close of the meetings.

The Scenery.—The scenery through Vermont, in going to St. Albans, is picturesque in the extreme. The Valley of the Connecticut, Bellows Falls and Mountain, crossing the Green Mountains to Rutland, or the bold and grand views between Whitehall and Rutland, the beautiful ride along the lake between Rutland and Burlington, or the constantly varying landscapes in ascending the picturesque valley of the White River, then passing the summit a thousand feet above the sea, then descending the Valley of the Winooski, with its often-recurring falls and rapids, past the famous gorges,—a romantic bit of travel,—crossing the Lamoille river on a bridge four hundred and fifty feet long, near the great falls of this river, a hundred feet high,—these several routes to St. Albans all furnish scenery seldom equaled in any country.

The Springs and Missisquoi Park.—The Missisquoi Falls, one hundred and nineteen feet high, are near the famous Sheldon Springs, ten miles from St. Albans. Highgate Springs are but nine miles, and Alburgh Springs fifteen miles from St. Albans.

All these springs are justly celebrated for the medicinal qualities of the water, which is extensively used by summer visitors, and bottled in large quantities for the market. At all these places are large hotels, with excellent accommodations for guests, at very low rates to members of the Institute.

Free passes are given by the railroad to all members of the Institute boarding at either of the above-named places, to and from St. Albans during the meetings.

Missisquoi Park is a beautiful place, with many attractive features for picnics and day parties. It is admirably situated on Missisquoi Bay, but a short ride from St. Albans.

Headquarters and Meetings.—The headquarters, including the offices of the treasurer and secretary, all committees, railroad agents, book publishers, school furnishings and supplies, etc., will be held in the rooms of the High-school Building, or Academy. The meetings will be held in the School Hall, the Congregational Church, the Public Hall, or a large tent upon the Square, as the exigencies may require. Further information upon this point may be given in later circulars.

It is the determination of all concerned in the arrangements to make this a meeting of great interest, largely attended, and of decided usefulness.

SUBJECTS AND SPEAKERS.

Subjects to be Considered.—Such a meeting should manifestly bring forward a variety of subjects of prominent and timely interest to the schools and the community. The best thoughts of the ablest writers and speakers should be presented in carefully-prepared papers, and these papers should be placed before the Institute for discussion. Among the topics presented may be named the following:

1. "The Relations of Education to Citizenship in a Republic."
2. "Influence of Public Education as judged by the Public Estimate."
3. "Methods and Results."
4. "Education at the South."
5. "Political Education."
6. "Choice and Use of Books."
7. "Means and Methods in Elementary Physics."
8. "The Physical Geography of North America."
9. "Landmarks of Sir Walter Scott."

Speakers.—Among those engaged to address the meeting are the following:

1. JUDGE ALBION W. TOURGEE, LL.D., the well-known lecturer, and author of *Fool's Errand, Bricks Without Straw*, etc.
2. CHARLES CARLETON COFFIN, Esq., of Boston, the brilliant newspaper correspondent, whose letters, books, and scholarly lectures have given him an enviable reputation, as one of our foremost writers and speakers.
3. HON. J. L. M. CURRY, LL.D., of Richmond, Va., the worthy successor of the late lamented Dr. Barnas Sears, as agent of the "Peabody Fund."
4. WALLACE BRUCE, Esq., of Poughkeepsie, N. Y., of whose lecture Wendell Phillips says: "I heard your lecture on Scott with surprise and delight. The view you took of his works was wholly new to me, and the grouping of his poems and novels so as to make them a picture and study of European history for the last seven centuries, was freshly original."
5. MRS. JULIA WARD HOWE, of Boston, too well known to New England people to need any introduction.
6. HON. J. W. PATTERSON, LL.D., formerly professor in Dartmouth College, lately U. S. senator, and now Supt. of Public Instruction in New Hampshire.
7. PROF. J. C. GREENOUGH, A.M., principal of the Rhode Island State Normal School, whose work and words clearly place him in the front rank of philosophical educators.
8. PROF. I. J. OSBUN, of the Salem (Mass.) Normal School, a young gentleman who has of late become well known through his lectures, and articles in the JOURNAL OF EDUCATION.
9. M. H. BUCKHAM, LL.D., the able president of the University of Vermont.

Very satisfactory arrangements are now making to furnish popular readings and elocutionary exercises, as well as appropriate vocal music.

PRESIDENT GARFIELD.—It is confidently expected that the Teacher-President, James A. Garfield, accompanied by some members of the Cabinet, will be in attendance, and meet the Governors of the New England States. It is his intention, unless the exigencies of the public service prevent, to be present. Addresses may be expected from the President and the Governors.

The papers and addresses presented by these distinguished lecturers will be open to discussion by the Institute, and in many cases leading disputants will be appointed beforehand, who will come carefully prepared for the discussion.

GENERAL INFORMATION.

Excursion Tickets.—All tickets in New England and from New York city will be good to go to St. Albans *from July 1st to July 6th, inclusive,* and to *return* to and on *August 6th*. Special arrangements will be made for various points outside of New England, of which due notice will be given; but no tickets will be for a shorter time than August 6th.

Price of Tickets.—A full table of rates may be given at an early date, but it may here be said that excursion tickets will be sold from all prominent points in New England, New York, Philadelphia, Baltimore, Washington, and from leading points at the West, at *very low rates*. The following principal points may here be given:

Boston, $8.00; Worcester, $8.00; Springfield, $8.00; Troy, N. Y., $8.00; Providence, $9.00; Taunton, Mass., $9.00; New Bedford, $9.40; Fall River, $9.40; Newport, $9.75; Norwich, Conn., $9.00; Amherst, $7.75; Northampton, $7.50; Greenfield, $7.00; Brattleboro, $6.25; Concord, $6.70; Binghampton, N. Y., $13.75; New York city, all rail, $12.00,—*via* boat, to Troy or New London, $10 00; New Haven, $10.10; Hartford, $8.90; Harrisburg, Penn, all rail, $20.00,—*via* boat from New York, $18.00; Washington, D. C., $23.00, or $21.00 as above; Baltimore, $21.00 or $19.00; Philadelphia, $16.00 or $14.00; Fitchburg, Mass., $7.50; Keene, N. H., $6.00; Utica, N. Y., $10.50; Syracuse, $12 00; Rochester, $15 00; Buffalo, $17.00; Portland, Me., $10.00; Montreal, $2.50; Quebec, $5.00; Ottawa, $5.00; Kingston, $7.50; Toronto, $12.50; Buffalo, $15.00; Detroit, $16.25; Chicago, $21.60. From points in Maine, *via* Grand Trunk Railway and Montreal, to St. Albans and return: Bangor, $14.25; Waterville, $13.00; Augusta, $12.00; Gardiner, $11.75; Bath, $11.25; Brunswick, $11.00.

Side Trips.—After the Institute sessions are over, attractive excursions will be offered to members at very low rates, both for tickets and hotel accommodations. These will include a list of *more than thirty* different routes, but it will be sufficient here to mention the following:

1. To Lake George and return.
2. To Ausable Chasm and return.
3. To Montreal and return.
4. To Quebec and return.
5. To Niagara and return.
6. To Niagara, Toronto, Thousand Islands, and Montreal, and return to St. Albans.
7. To the Saguenay and return.
8. To Lake Memphremagog and return.
9. To Mount Mansfield and return.
10. To the White Mountains, and many other places.

Hotels.—Very low rates for members of the Institute have been made by all the hotels and boarding-houses in St. Albans and vicinity. These prices will be given, together with the number to be accommodated, in the *Bulletin of the American Institute of Instruction*, soon to be published. All applications for rooms should be made to the chairman of the Reception Committee, Mr. S. W. Landon, at St. Albans. The reduced rates will be from July 1st to July 12th, inclusive.

NORMAL SCHOOL OF LANGUAGES.

PROF. S. M. STERN, author of *Studien und Plaudereien*, and the principal of a very prosperous school for modern languages, at 309 Madison Avenue, New York, will open a *Summer Normal School for French and German*, after the close of the Institue, to continue six weeks.

Professor Stern is recommended in the highest terms by many of the first gentlemen and ladies in New York and elsewhere. He may be addressed in regard to terms, etc., at New York, as above.

Further Information.—About the 15th of May will be published a large and handsomely illustrated paper, called *Bulletin of the American Institute of Instruction.*

This paper will consist of not less than twelve pages of the size and general style of the NEW-ENGLAND JOURNAL OF EDUCATION, and will be filled with all sorts of information for those desiring to attend the meetings. The edition will consist of not less than *twenty thousand* copies, and the paper will be sent to any address on application to Mr. T. Edward Bond, 260 Washington street, Boston.

Another circular, giving statements fuller and more definite than in this, particularly in reference to programs, hotel and railroad arrangements and excursions, will be issued as soon as the requisite information can be accurately obtained, which will be sent to any address on application to the Assistant-Secretary, Augustus D. Small, Esq., Salem, Mass., or to the undersigned.

Membership.—Any person of good moral character, whether teacher or not, wishing to join the Institute, may do so, by paying to the Treasurer, at the meeting, the sum of One Dollar. *Only Members* can obtain the reduced rates from railroads and hotels. All return-tickets are made "good" by the Secretary's Stamp, obtained after the payment of the one-dollar fee, at the meeting.

WILLIAM A. MOWRY, *President*,
49 Snow Street, Providence, R. I.

GEO. A. LITTLEFIELD, *Secretary*,
School Committee Rooms, Mason street, Boston, Mass.

CORRESPONDENCE, NOTES, AND QUERIES.

SUPT. GOVE, AND "EXCELLENT TEACHERS."

In the JOURNAL OF EDUCATION of May 5, 1881, Mr. Aaron Gove says: "Excellent teachers, in fact the only first-rate teachers, are graduates from our high and normal schools."

Brother Gove, won't you give the poor college graduate a chance? What has he done, or left undone, that you should sit down on him? Did you intentionally drop him from the number of the elect, or is the above quotation a glittering generality imbibed from some normal school? Now, take it all back, and say that you have some very good friends in college graduates, who pass for excellent teachers.

Mr. Aaron Gove says, further, in relation to distribution of teachers, "A system of exchange between States, cities, and districts would be helpful to the schools." Good heavens! brother Gove; do you mean to inaugurate such a system? Think of the flaming red poster,—"An immigrant car of schoolmarms from Massachusetts, in exchange for an equal number from Colorado"! American mothers are not Spartan, and they would not submit to this, even for the good of the State. You are not so cruel as you would have us believe; but if the Adamses get hold of your idea, I fear they will put it through.

ISAAC C. DENNETT.

Boulder, Col., May, 1881.

A FRENCH PARTY.

Mr. Editor:—Mons. Samuel Lepoids, of Newport, R. I., is preparing a novel European tour for the coming summer, and one likely to be profitable to those who are learning to speak French. The tourists will use the French language, and will visit France, Belgium, Holland, Germany, and Switzerland, including in their study particularly points of historic, literary, and industrial interest, and art galleries, cathedrals, etc. As Mons. Lepoids is a fine scholar, and is familiar with the ground to be traversed, the tour cannot fail to be exceedingly valuable to all who make it in his company. The party will leave New York, June 29, in the "Saint Laurent" of the "Compagnie General Transatlantique," and may expect to return by steamer leaving Havre the 3d of Sept.

Mons. Lepoids would be very glad to send a circular of information to any one interested.

AUG. D. SMALL.

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All letters relating to subscriptions should be addressed to HIRAM ORCUTT, Manager of Subscription Department, 16 Hawley Street, Boston.

All letters relating to advertising should be addressed to WM. E. SHELDON, Manager of Advertising Department, 16 Hawley Street, Boston.

OUR friends who are in arrears for our publications will kindly remember the publisher, in advance of the Summer vacation. Our large bills can only be met by the small claims on our patrons, and a cheerful and prompt payment of them will enable both to enjoy the Summer days with large peace and quiet.

PREST. MOWRY has just visited St. Albans, and gives in this issue of THE JOURNAL an interesting description of what he saw and heard relating to the meeting of the American Institute. We publish, also, in another column the first edition of the program. Don't fail to read both.

EACH season has its special lessons for the teacher, and none are more valuable than those which are learned and taught from the book of Nature, opening its fresh pages for delightful study in the Spring and early Summer months. The articles by Mr. Clapp and Miss Alling will be found especially helpful.

THE good people of Atlanta are making extraordinary efforts for the accommodation of the National Educational Association which will meet in that city in July. A large attendance is expected from the Gulf and South Atlantic States, and it is earnestly hoped that the North Atlantic and Western States will have a large representation. The National Council of Education will hold its meeting in connection with those of the Association, when its work will be taken up and clearly entered upon. President Smart is doing vigorous work in behalf of this meeting of the Association at the South.

THE New York State Teachers Association, Prof. Jerome Allen, Geneseo, N. Y., president, will hold its thirty sixth anniversary at Saratoga Springs, July, 5, 6, and 7. The program contains the names of over fifty superintendents, editors, and principals of the State, who are to take part in the discussions, with the Hon. Geo. W. Curtis, Hon. C. M. Depew, Hon. B. G. Northrop, Hon. C. E. Fitch, Whitelaw Reid, Mrs. Mary A. Livermore, and Anthony Comstock to give evening addresses. The meeting promises to be one of unusual size and interest.

ONE of the most hopeful signs of the times is the thorough scrutiny which is being made into the condition and working of our schools in Massachusetts. Agent Hubbard is making a thorough examination of the condition of the school-houses and of the character of the schools in Franklin County. In this examination he turns his attention to the grounds on which the building is placed; to the yard where the children take their recreation; to the size of the rooms in which the pupils sit and recite; to the lighting, heating, and ventilation of the rooms; to the character and extent of the means of teaching with which the rooms are furnished; to the drainage with which the school-grounds are supplied; to the course of studies taught; to the methods of teaching practised; to the progress of the pupils in the different branches of study pursued; to the character of the supervision to which the schools are subjected; to the plans devised for the improvement of the teachers in the work, and to the attendance of the pupils upon the schools. The school committees of the different towns accompaning Mr. Hubbard in his examinations, and on observing the results, are generally convinced of the necessity of establishing a more efficient system of school supervision over our county schools. Mr. Walton is making a similar examination of the schools of Bristol County. Such work may be properly styled school inspection and supervision.

POPULAR SCIENCE AND PUBLIC SCHOOLS.

The *Popular Science Monthly*, in the pursuit of its pet enterprise of advancing science in America by knocking the bottom out of the American common school, treats its readers, in its March number, to a concise and well-written article by Mr. H. H. Wilson, of Nebraska, on "The State as an Educator." Mr. Wilson is a thorough apostle of the gospel of individualism, as expounded in Mr. John Stuart Mill's celebrated treatise on "Liberty,"—a gospel that would resolve christendom into a wilderness of human atoms, each pushing himself in quest of that "originality" which is the jack-o'-lantern of this philosophical school. He objects to the common school as the great leveler of American youth; the direst foe of individuality; the generator of "social, political, and intellectual stagnation,—that fatal disease to which China long ago fell a victim."

Of course, if the Stuart Mills gospel of individualism and the materialistic theory of the universe is the last word concerning man, Mr. Wilson is right. But, then, a good deal in this republic must go by the board besides the common school. Under this regime, even "State-rights" must give way to that obstinate personal sense of sovereignty which crowns every man, woman and child an emperor in the whole domain of life, and, in the name of "Liberty" and "Originality," dethrones the Almighty Himself in the presence of the "advanced thinkers," testing all things with his own pocket-rule. Happily for this world, mankind gathered in nations is not governed by this polity of disintegration. The only condition on which a family, a community, a State can exist is that individuality is not the end and aim of man; and the originality, however valuable as an essential element of character, is, after all, not the highest, but a quite secondary quality of a true manhood. For the noblest man is not he who spindles up, in sharp and thin divergence from his fellows, to a dizzy height of "advanced thinking," but the man of broadest sympathies with all orders and conditions of humanity, always forgetting himself in his sacrifice for that divine order of society in which all private originalities and superiorities combine to make that happy state which is the earthly revelation of the kingdom of Heaven.

Of course, there is danger, always and everywhere, that individual development will be sacrificed to a narrow idea of the general good. But even China, with all its monotony, is better than the infinite chatter of a club of high scientific originalities debating everything and never taking a vote. The one thing humanity can not tolerate is that condition of anarchy where every man is pushing himself, and insists on having his own obstinate way. The people of the United States are just emerging from a civil revolution of twenty years, in which the one prinple established is that the welfare of the Republic is of more value than the self-evolved glorification of any man, class, or State within its bounds. The radical law of the Christian religion, the gospel of sacrifice and love, in which the individual counts it his highest glory to be a day-laborer in building the temple of a divine order of society, is the gospel of all enduring civilization. Every tribe or people that has violated this law has dissolved to atoms, leaving to mankind simply an inheritance of a few lofty and brilliant minds, whose highest mission has been to pass in their own wisdom for the building-up a true order of affairs.

Now the one thing our *Popular Science* friends seem unable to conceive is this fundamental law of society. They are slashing away, with their sharp and contemptuous dissection of church, school, and popular culture under the delusion that the United States of America is only a huge garden to sprout a club of scientific celebrities. But valuable as "original thinkers" may be, the steady advance of the whole people in intelligence, virtue, and power is infinitely more important, and, in the last result, essential to the former achievement. And this is just what the American common school proposes to do, and is doing a little better every year. In the past, it has been compelled to work with dull tools. The mechanical memoriter method of committing books to memory and calling that education, has been an intellectual nightmare and stagnation, here as in China, or wherever its baleful reign has extended. But the "New Education" is disposing of all that. The superior class of our public schools is now giving the most rational and fruitful education ever known to man. That school awakens the love of truth and knowledge, trains every faculty, develops a virtuous manhood, throws open the gates of knowledge and points the way to investigation; thus training the youth for citizenship in the leading nation of the earth. And this common training is also the best antidote for that narrow, intolerant habit of self-assertion which, under the name of individuality, is the most dangerous foe to American life. The ideal American in not a Texas "cow-boy;" an implacable Carolina "Bourbon" planter; a "philosophic" Lynn shoe-maker, hammering out a new order of society on his lap-stone; or an "advanced thinker," proposing to sink the common school in behalf of a club of celebrities. In proportion as our advanced methods prevail, the common school will become, not only the assurance of republican society, but will furnish the most valuable soil for the growth of superior people,—the soil of common intelligence, common virtue, and common sense, in a society which secures to every man the uttermost liberty consistent with universal order and beneficent law.

It is an old delusion of the pedagogs that the aim of the teacher and the school is the training of originality in the pupil. The highest use of schools and teachers is to give the young that primal awakening, that common training, that general outlook into the world of thought and life which is the indispensable condition of success to every style of man. Our individuality is from God, and can only be developed, in the school of life, under the guidance of Providence. Its greatest foe is often the tyranny of the private tutor, the governess, the self-willed teacher of a little group, the crotchety college professor, or the one-sided expert. What these people call "developing the individuality," is generally the spiritual "bulldozing" of their pupils. A great merit of the common school is that the teacher must confine himself to ploughing up the field common to all, scattering the seed of universal knowledge, and training the mental and moral powers essential to the loftiest as to the humblest life.

The three men selected by Mr. Wilson as test examples of the superiority of private instruction,—Mill,

Spencer, and Buckle,—are the most unfortunate for his purpose. Each of them is a striking example of a mind of magnificent native endowment and splendid acquisitions, crippled and distorted by the "lop-sided culture" against which even Huxley is driven to protest.

There was never a more painful instance of one-sided development, shutting out a great mind from the fair contemplation of the whole upper realm of human existence, than in John Stuart Mill; and the two people largely responsible for this result were his intolerant Scotch father and his narrow and intensely-wilful English wife. The discipline and mental friction of a great public school would have saved Mill from the teasing skepticism that forced him to scuttle human consciousness itself; would have supplied Herbert Spencer with that common sense for lack of which his boasted philosophy is largely a card-castle of scholastic abstraction bolstered by statistics divorced from human life; and would have saved Buckle from that pitiable exhibition of philosophic bigotry, his caricature of the Scottish intellect. Franklin, Greeley, and Lincoln, though untaught in schools, were educated by contact with our Northern American civilization, which is largely the product of the common school; and both Greeley and Lincoln, with the style of men they represent, would have failed signally had not the common school educated the Northern people to the appreciation of their superior genius. It is probably well enough for the pedagogic philosopher of the *Popular Science Monthly* school to go about raising little blisters on the tough cuticle of our American popular intelligence.. All these notional criticisms have their use in correcting abuses and exposing irrational methods. But we cannot, just yet, afford to abolish the American school and the American church, even for the brilliant promise of being led by a club of advanced thinkers, at present engrossed in finding a substitute for creation and a successor to the Creator in the universe of matter and mind.

DRIFT.

— The brightest spot in school-keeping we found in Texas was in the State Normal School, at Huntsville, under the direction of President H. H. Smith. The school is not happily placed, being in a little town, difficult of access, and overshadowed by a huge penitentiary; the land itself seamed and gullied into fantastic ruts by the furious Texas rains. The State has given it a capricious support, and the legislature does not seem to know the admirable institution which it fails to supply with adequate buildings and apparatus for normal work. But the Sam Houston Normal School seems to inherit the pluck of the old hero who lies buried near by, and is really one of the most hopeful training-schools for teachers in the country. Its principal, Dr. Smith,—New Englander by birth, though his professional life has been passed in the South,—is not excelled as a public-school man in the Southwest, and would handle the educational affairs of a State as skillfully as of the school over which he now presides. His leading assistant is Professor Cooper, already known among the rising educational men of the Southwest. The different departments of instruction are well sustained by an accomplished corps of lady-assistants. We never witnessed a more energetic and earnest spirit than among its one hundred and fifty young men and women-students, and its graduates are doing thorough work wherever they are called. The State should, at once, give this admirable school the housing and endowment it deserves, and proceed to establish another in the growing section of the Northeast.

— It would be interesting if some of the sharp critics of our public schools,—the Grant Whites, McQuaids, Montgomerys, Dabneys, and Wilsons, — would tell us what new method for educating the whole American people they would propose, after the destruction of the institution declared by them a "failure." Every system even hinted at by them has been fairly tried, abroad and at home, and dismissed as incompetent. The family, the private, academical, and parochial school are each good for the training of certain classes, for special ends; but all of them collapse before the gigantic undertaking of training a whole people for intelligent and virtuous citizenship in a modern Christian State. Every civilized nation now turns to the common school, supervised by the State, as its only hope; and the doleful plaints of its enemies are like the drowsy murmurs of a somnambulist who mistakes the flush of the morning for the fading lights of the dying day.

— We lately visited an important town, of 5,000 people, where everybody was asking; Why can we not have one effective school? The special hitch in that town was, that every church and social set insisted on its own exclusive school, and each influential person had a candidate for its teacher. There are hundreds of villages and communities in our Southern States where the whole educational interest of the people is sacrificed to clerical, political, and personal jealousies. It is all very nice for the grown people to wrangle and ventilate little private theories on education; but the children are growing up untaught and undisciplined to enter the great battle of American life; like raw recruits, armed with pitchforks and shillalahs against trained soldiers armed with all the enginery of modern industrial warfare. There is no community in America too poor to support a good school if the people will sacrifice things personal and unessential to the one thing needful, and join all their forces to work for the children.

— Now and then we alight upon a "leading" merchant or manufacturer who has no faith in the education, either literary or scholastic, of the laboring class. We lately talked with the mayor of a city of 200,000 people, himself a manufacturer, who thought it useless to establish industrial schools for the thousand unoccupied boys and girls among his constituents, relying on the immigration of skilled laborers and operatives from abroad to meet the growing demand. Just why an American State should let its own children grow up in vagrancy, candidates for the poor-house and the prison, while bidding for the impoverished workmen of other lands, he didn't explain. One serious obstacle to pushing even the industrial side of popular education, is the grotesque and crotchety narrowness of a considerable class of "self-made men" of wealth, in various departments of business. Having become famous themselves by force of an original genius for business, they are strangely ignorant of what education can do for the average man, and seem to look at the great industrial life of the nation through a gimlet-hole in the shutter of their own counting-room.

— The May number of *Harper* contains an interesting illustrated article, by Mrs. Perry, on "Decorative Pottery in Cincinnati, O." The whole of this work, as of the beautiful wood-carving, both of which are becoming a remunerative industry, and a tasteful art in Cincinnati, has come up within the past fifteen years. The names of the ladies in *Harper* are of familiar people, and the fair work, women in wood and porcelain, were, many of them, school-girls ten years ago. While the newspapers and magazines wrestle with the abstract question, "Has the State the right to educate above the elements of knowledge?" scores of American cities are assuming and exercising the right, and achieving a national reputation for intelligence, refinement, and skilled industries, while solving the great American problem, What shall we do with our city boys and girls?

— Down on a plantation in Texas we found an old colored brother, the owner of a good farm, who told his story about the chance of the average freedman in that locality. "A stout fellow could earn $20 a month at farm-work, with a small discount for living. A year's labor, with proper economy, would give him twenty acres of better land than there is in Massachusetts, out of the Connecticut valley; and five years' toil will place him in a better situation than three-fourths of the small farmers of New England." The trouble, according to John Hogg, with the young men of his color, is too little work; too much whisky; ignorance, and the love of spending money. "The dollar looks handsome going," said John. "The young people took a big fly, at first, with freedom, but came to the ground." The education that means hard work, character, economy, and intelligence is the proper university for the average man and woman of color, as it is for every man and woman on American soil.

NORFOLK CO. TEACHERS' ASSOCIATION.

The convention of the teachers of Norfolk County, consisting of three hundred and sixty teachers, or other persons interested in education, met in Dedham, Friday, May 13. Mr. J. W. Armington, prest. of the Assoc., opened the proceedings with appropriate remarks, and throughout the convention discharged the duties of his office with efficiency and courtesy.

After dispatch of preliminary business, Prof. Geo. H. Martin, of Bridgewater Normal School, gave a very interesting talk on "Elementary Botany," sketching out a course of lessons, and illustrating with specimens how this science might be introduced to the youngest pupils and used as a means of leading forth the perceptive powers, cultivating children's command of the English language by writing their observations, and learning to draw by delineating the forms of plants and of their various parts.

Prof. J. L. Voight, of East Bridgewater, followed, and gave his ideas about teaching penmanship. He would discard copy-books and ruled paper, and the use of slate or graphite pencils, and would have pupils follow a teacher working at the blackboard. Prof. Voight's illustrations of poor penmanship were very entertaining, and teachers cannot fail to have derived many good hints from his suggestions.

Collation was served by caterer Tufts in the chapel of the Unitarian, Congregational, and Trinitarian Congregational churches. The Episcopal church contributed the music of its chimes to the entertainment of the teachers; the Catholic priest took twelve of them home to dine, and the sheriff opened the jail for their inspection. In fact the teachers found their nooning so entertaining that they did not come in "when the bell rang," and taught Prof. Osbun, of Salem, the new law of physics, that tardiness contracts. He was obliged to abridge his exceedingly valuable exercise in "Elementary Physics," much to the regret of the convention. Prof. Osbun's aim seemed to be to show how, by very cheap and simple apparatus, pupils might be led to rediscover and recognize many of the great facts of physical science, and learn to trace the relation between cause and effect.

The afternoon exercises closed with a well-considered paper by Mr. H. C. Kimball, of Stoughton, on "Admission to High Schools." He spoke of the difficulties in the way of leaving the matter in the hands of teachers, and advocated the use of printed questions, with proper security taken to insure impartiality on the part of examiners.

The evening session was mainly occupied with an address on "Common Schools," by James H. Slade, Esq., of Quincy. He prescribed three remedies for existing defects: The choice of competent superintendents made responsible and left unhampered; the selection of competent teachers; and the use of those methods which have justified their right to exist. Through the meadow of Mr. Slade's address ran a brook of anecdote, which relieved its instructiveness of all dryness, and enabled those who were hard hit to refresh themselves before they stood up and were knocked down again.

SECOND DAY.

The following officers were elected for the ensuing year:

Prest—Wm. E. Pulsifer, of Stoughton. *Vice-Presets*—Henry F. Howard, of Hyde Park; Edgar R. Downes, of Weymouth; H. T. Atwood, of Norwood. *Councillors* — J. Freeman Hall, of Dedham; T. A. Mead, of Quincy; Geo. W. Cohen, of Canton; Franklin Hathaway, of Wrentham; Edward P. Fitts, of Walpole. *Sec.* — Clarence Boylston, of Milton. *Treas.*—Sanford Waters Billings, of Sharon.

The report of the treasurer showed a balance in the treasury May 14, 1881, of $14.07.

The Com. on Resolutions reported, extending the thanks of the Convention to the citizens of Dedham, to the different speakers, and to the railroads for various favors.

T. A. Mead, of Quincy, read an able paper on "Teaching History." So little time is allowed for the study of history, and so much is required, that this study is generally taught in a very unsatisfactory way. The children have faint pictures of historical events, and leave school with an intense dislike for historical reading; whereas this may be made the most interesting of all studies, and the children led to read the best books to satisfy the desire for knowledge thus aroused. The ends of education are right mental activity and knowledge. The former is the primary, all-important end; the latter, subordinate. But under the pressure of examinations, teachers forget that mental power, mind-growth, is most to be desired. History should be taught to acquaint children with the story of their own country, but further than that they should know the true cause and connection of events that their judgment may be exercised concerning the right and wrong of human actions. The purpose of teaching history should be to give *mind growth*, not to impart "fact-lore." The tissue of names and dates may have a conventional value, but it has not the remotest bearing on any of our actions.

It may be objected, "there is no time to teach history as we would," or that scholars are not old enough to comprehend, and grasp the cause and effect of historical events, or recognize underlying principles. But school-life should be the beginning of education. The chief end in teaching history should be to create a love for the study, so that children will choose to read history rather than lighter and worthless books.

Mr. Mead illustrated how this had been done in Quincy; boys and girls in many cases preferring to take from the public library historical books, rather than novels. The best method of teaching makes the text-book simply a reference-book, and gives to the pupils books to read which are interesting, enjoyable. Mrs. Richardson's *History of Our Country*, Abbott's, Towle's, and Irving's works. The teacher should make his miscellaneous reading tell upon the class-work in the presentation of vivid word-pictures. The method pursued in Quincy thus brings the public library into intimate relations with the public schools. We do not cover the whole ground of the text-book,—do not put into the minds of the pupils every date and every battle; but by selecting prominent topics create an interest in historical research. The best reading-lessons we have are from the histories borrowed from the public library. Historical pictures are also collected from the illustrated papers, historical magazines, etc., etc. While learning to read and write, then, the child (for the children are always required to write about the pictures) gains a knowledge of historical facts, for these are what he reads and writes and talks about. Our children are interested, of course, in reading the *Six Wonderful Tales*, but a great deal more in *studying* (for it is more than reading, — without compulsion) *Quackenbos's Elementary History of the United States*. Mr. Mead related how an attempt had been made to have the children in the grammar grades, who were studying history, write short and simple stories for primary scholars. This exercise was very successful, and one well worth trying anywhere. In every American school we should do all we possibly can to animate our children with a noble ambition to live lives and do deeds which shall be worthy of their glorious heritage. How can we do it better than by teaching the story of that glorious past, so that their pride may be stimulated, and deepest interest awakened to study what our fathers did.

Mr. H. M. Tweed, of Milton, then read an able paper on "Teaching English in High Schools," in which he advocated the study of English grammar and analysis only so far as necessary to understand the simplest selections from the best English writers, to be followed by a careful study of such selections. Exercises in original composition are desirable only as the pupils are required to write on subjects which they thoroughly understand.

After a few minutes' discussion, and the presentation to the teachers the JOURNAL OF EDUCATION, GOOD TIMES, etc., the convention adjourned.

NEW PUBLICATIONS.

RAWLINSON'S ANCIENT MONARCHIES. The Five Great Monarchies of the Ancient Eastern World, the History, Geography, and Antiquities of Chaldea, Assyria, Babylon, Medea, and Persia. Collected from Ancient and Modern Sources. By George Rawlinson, M.A., Professor of Ancient History in Oxford University. From the latest English Edition. Illustrated with maps and 657 engravings. 3 vols., 8vo, handsomely printed and bound. New York: Dodd, Mead & Co. For sale by Estes & Lauriat, Boston. Price, $9 00.

This great history of antiquity is at length placed within the reach of hundreds who have felt the need of a good edition of Rawlinson's work, at a moderate price. In typography, illustrations, and style of binding, this new edition, in these octavo volumes, is thoroughly well executed, and in a form convenient for use by students and the general reader. Very few alterations have been found necessary to this second edition, excepting in the chapters on the History and Chronology of Chaldea and Assyria. On these two subjects much new light has been thrown by the additional discoveries of Sir Henry Rawlinson and his assistant, through the laborious study of fragmentary inscriptions, now in the British Museum. These fresh facts are embodied in the work.

The first volume treats of the Chaldean Monarchy, giving a general view of the country, its climate and productions, the people, language, and writing, manners, and customs, religion, history, and chronology. These chapters are copiously illustrated with designs of the architecture, implements and weapons of war, objects of worship, etc. The Second Monarchy was the great Assyrian, located in the upper portion of the Mesopotamian Valley, with its cities and capitals upon the banks of the Tigris. All that appertains to the geography, its products, animals, birds, the character of the people, the capitals and their ruins, works of art, etc., are carefully elaborated. The religion, chronology, and history of the Second Monarchy is completed, and the Third, Fourth, and Fifth Monarchies, including Media, Babylonia, and Persia are given in the second and third volumes of this work.

Every portion of this instructive work evinces patient investigation, and in it is garnered all of the important scattered information that exists respecting the old monarchies of the world. Great skill has been shown in compacting the matter, and in giving the knowledge in such chronological order as to make it available in following the line of history, and in illustrating the development of these great powers of antiquity from one epoch to another. A carefully-prepared Index adds much to the value and practical utility of the work. Messrs. Dodd & Mead have done a great service to the students and readers of ancient history, which we trust will be duly appreciated; and we hope that this beautiful edition, in such a convenient form, will find its way into the libraries of all our institutions of learning. No library can be said to be complete in its historical depa[illegible]nt that does not contain Rawlinson's authoritative and interesting work.

FLOWERS OF THE SKY. By Richard Proctor, author of *Expanse of Heaven, The Universe of Stars, The Sun, The Moon*, etc. With 54 illustrations. New York: A. C. Armstrong, & Son.

To those who are familiar with the writings of Mr. Proctor on astronomical subjects, the announcement of this new work will be welcome. He has a marvelous power in presenting scientific truths in a style that can be read and enjoyed by unscientific people. The thirteen chapters of this volume are as entertaining as a well-written romance. He treats of light, space, the infinitely minute, the mystery of gravity, the end of many worlds, the Aurora Borealis, the lunar halo, moonlight, the planets Mars and Jupiter, the ringed planet Saturn, fancied figures among the stars, and the transit of Venus. The illustrations and the demonstrations accompanying them add much to the value and interest of this instructive volume. It is a book that should be in every school library. Its reading will enhance the pleasure of every one who delights in the sky above them, and will answer many questions which, to the ordinary observer, are clouded in mystery.

THE HISTORY OF A MOUNTAIN. By Elisée Reclus. Translated from the French by Bertha Ness and John Lillie. Illustrated by L. Bennett. New York: Harper & Brothers.

This interesting and instructive work is by an author already well known in other departments of natural history. It describes, in a graphic and pleasing style, the various elements that go to make up a mountain and its attractive accessories, —the peaks and valleys, the rocks and crystals, landslips and clouds, fogs and storms, glaciers and avalanches, animals and pastures, gods and men, etc. Teachers and students will find this an excellent volume to take with them during the long vacation, as they visit the mountains of New England and the far West. It is beautifully illustrated and tastefully bound.

LETTERS AND LESSONS IN LANGUAGE. By J. H. Stickney, late Supt. Boston Training School, and head-assistant Boston Normal School. New York, Boston, and Chicago: D. Appleton & Co.

This admirable work is designed as a sequel to the *Child's Book of Language*, by the same author. This course is embraced in two series of four books each, and carefully adapted to the rising grades of grammar schools. A manual for teachers will accompany each series of the work. The aim is to awaken an enthusiasm for, and love of, what is best in literature. Such exercises will quicken an interest in the study of language, furnish the pupil with a generous and choice vocabulary of words, give facility, correctness, and beauty of expression, elevate and refine the tone of school-life, and develop a healthful and happy use of the natural gifts in composition. In Book I. is found a story of country life, in six chapters, beautifully illustrated, followed by topics for conversation, the study of words, studies of things, etc., and studies in poetry. In Part II. are studies in poetry, with choice selections, showing the beauties of literature, with suggestions for conversation, recitations, etc. The illustrations are very beautiful, and the typography and paper faultless. For teaching practical and elegant styles of composition, we know of no work better adapted.

LETTS'S POPULAR ATLAS, in Monthly Parts, at 30 cents each. New York: The International News Company.

The first six parts of these superb maps are now ready. The plates are engraved on steel, in the most effective style, and present the leading characteristics of geographical knowledge, respecting each country delineated at the present time. They are very accurate as regards outline, and position of cities, towns, villages, rivers, and mountain-chains. The engravings of the mountains and rivers correctly indicate the physical character of each country. The special and novel features are: An arrangement whereby the relative proportion of size of the British Isles to other parts of the world is constantly kept in view. The introduction of color to indicate depths of ocean, in the Maps of larger divisions. The indication of population and important localities by color. The addition of main lines of submarine and overland telegraph communication. The coloring on special maps, the positions of important lighthouses, etc.

The first year's issue will consist of maps of England and Wales (Railway Map), England and Wales (Geological Map), Scotland, Ireland, British Isles, World on Mercator's Projection (double), World in Hemispheres (double), Europe, Turkish Empire, France, Germany and Austria, Switzerland, Spain and Portugal, Russia, Sweden and Norway, Italy, Holland and Belgium, Africa, Egypt, South Africa (Cape and Natal), Australia (double), New Zealand, India, Asia, Pacific Ocean, Palestine, China, North America, Canada, United States (double), West Indies, South America.

VICTOR HUGO. His Life and Works. From the French of Alfred Barbou. By Frances A. Shaw. With Portraits and *fac-simile* Letter. Chicago: S. C. Griggs & Co. $1.00.

The story of the life of the great Frenchman, Victor Hugo, is told in a most interesting way, and the translation is well made. So well done is this sketch of the life of this great author, that it is commended by Victor Hugo himself. It recounts his life from youth to advanced age. Victor Hugo is perhaps the most famous living French author of this century. This work, besides telling graphically the story of his life, follows out the development of his genius, and enumerates and briefly analyzes his works. It is enthusiastic, but impartial. So far as statements of fact are concerned, the poet has given the work his approval, in a letter, a *fac-simile* of which appears in the translation, which is further embellished with a portrait of Hugo as he was in 1852, and also one taken in 1880. The story of the contest between the antique, cold, "classical school" of literature, and the "romantic school," of which latter Hugo was the victorious leador, is here told with a fullness and spirit not elsewhere found. The work is full of delightful personal details, and is worthy of "the great poet of France, for whom immortality has even now begun."

PEPACTON. By John Burroughs, author of *Wake Robin, Winter Sunshine, Buds and Poets*, and *Locusts and Wild Honey*. Boston: Houghton, Mifflin & Co. Price, $1.50.

The book takes its name from the title of the first chapter. "Pepacton," the Indian name of the stream upon whose water-shed the author was born. The term "Pepacton" is said to mean "marriage of the waters," and its significance happily suits the contents of this charming book. It unfolds, in many ways, the charms and delights of Nature. The "Summer Voyage" narration, the "Talk about Springs," "An Idyl of the Honey-bee," "Notes by the Way," "Foot Paths," "A Bunch of Herbs," and "Winter Pictures," furnish the author with topics for a series of essays of rare beauty and excellence. Nature, as blended with history, literature, and observation, is presented in a style that would charm a Thoreau, and quicken the love of the beautiful in the world-wide admirers of all of God's creation. *Pepacton* is a book just suited to this season of the year, and will be appreciated and admired by thousands who will read it.

HISTORY OF THE FREE-TRADE MOVEMENT IN ENGLAND. By Augustus Mongredien, author of *Free Trade and English Commerce*, etc. New York: Cassell, Petter, Galpin & Co. Price, in paper, 25 cents.

Students of political economy will find in this little volume the history of free trade in England from 1824 down to the present time. As England is the only nation that has given the subject of political economy an extended scientific and practical examination, the historical and statistical facts embodied in this volume are of great value.

SPECIAL CORRESPONDENCE.

LETTER FROM ST. ALBANS.

My dear Mr. Bicknell:

I am sure both you and the numerous readers of THE JOURNAL will be pleased to hear a good report from the "promised land." If Mr. Sec. Littlefield and myself are able to show clusters of grapes from the Valley of Eschol, so large that two must bear them on a stick between them, it may be that the thousands of Israel will be ready to go up and take the land at the command "Forward," to be given the first of July.

THE TOWN OF ST. ALBANS.

"The half has not been told." St. Albans is unquestionably one of the most delightful towns of New England. It is handsomely laid out, has a large number of fine residences, is beautifully ornamented by shade-trees, is in the midst of a fertile country covered with luxurious vegetation, and its scenery is certainly very charming. The public square is a handsome rectangular green, of several acres, in the center of the town, shaded by double rows of tall rock-maples extending entirely around it and through the center. Within this green garden is a tastefully-constructed "band-stand," and altogether it would prove a most attractive spot for an out-door meeting. The land slopes gradually, and on the upper side (east) stand the high-school building, the Episcopal Church, the Methodist Church, the Court House, and the Congregational Church.

HEADQUARTERS AND PLACE FOR MEETINGS.

The headquarters will be at the High School-house. The ordinary meetings will be held in the large and comfortable hall, and the offices for committees,—secretary and treasurer, railroad tickets, information for excursionists, book publishers, school furniture, etc., etc., will all be in this building.

THE CONGREGATIONAL CHURCH.

This building is a large, beautiful, airy, cheerful structure, with fine acoustic qualities, a comfortable gallery on three sides, and altogether a most desirable place for large meetings. We were informed that the society had generously given their consent to the use of their house for the large meetings of the Institute. If anything more extensive is needed, an adjournment to the open ground upon the square will be in order, and nothing could be more attractive or better adapted when properly supplied with seats, as will undoubtedly be the case.

ACCOMMODATIONS FOR GUESTS.

Few towns, even of much larger population, could offer such superior facilities for making an attractive home during the summer months, and it will be shown next July that seldom has the American Institute had such superior accommodations offered to its members as they will find in St. Albans.

THE WELDEN HOUSE.

This is a large, well-appointed, well-planned, well-equipped hotel with all the modern, city conveniences. Its rooms are large and airy; its parlors attractive and handsomely furnished; its walls and ceilings beautifully frescoed and decorated; every room furnished in the best manner, having gas and water; every bed a spring-bed and hair-mattress; the dining-room generous in size, and beautiful in its finish and furnishings, *and the table* OF THE BEST. It has between two hundred and three hundred rooms, and its genial and gentlemanly proprietor, Mr. Lavender, his son, and his popular clerk, Mr. A. A. Merrifield, will do all that men could to render their guests contented, satisfied, and happy.

The American House is a handsome, well-furnished, and evidently well-kept hotel, and all appearances indicated that it would be a desirable place to stop at.

PRIVATE HOUSES.

The best families in the place all appear to be thoroughly in earnest to do all in their power to render the convention a success, and they will open their houses and provide accommodation to their utmost. We assure all members of the Institute that they need have no hesitation in sending their names to the chairman of the local committee of reception,

MR. S. W. LANDON,

the accomplished and scholarly principal of the high school, who will provide places, and *good places*, for all who apply. Mr. Landon is a graduate of the University of Vermont, has been principal of this school seven years, and enjoys the most absolute confidence and high esteem of all the good citizens of St. Albans and vicinity.

THE METHODIST CHURCH AND PEOPLE.

The Methodist society are evidently an energetic, wide-awake, active, and united organization. They have lately built a fine house of worship, not yet quite finished. They propose to do very liberal and very praiseworthy things in connection with this meeting of THE INSTITUTE. Their church edifice is admirably planned, and the basement story is unique and beautiful. It has a large room and several smaller ones, with a well-appointed kitchen, and all the facilities for managing a church fair, a single supper, or a more permanent

restaurant. They, therefore, propose to provide for a hundred guests, or more if they should apply, in the following manner: They will open their houses, lodge their guests, and give them their meals at the "new Meeting House." And we assume, brother or sister, that you will be *well provided for*, to your entire satisfaction if you fall into their hands. You will never have a better opportunity to "go on to perfection." Besides, you can have the use of those ample church-rooms *at all times* for social purposes and for waiting. For all this, they will charge *only one dollar* a day, and *all that money will go into their church treasury* to help pay for its building. This is a noble and generous plan on their part, and will prove eminently satisfactory to their guests. For any further information concerning this plan, Mr. Landon, or Mr. H. A. Lyon, a good Methodist brother, energetic and reliable, may be addressed.

HIGHGATE SPRINGS.

A beautiful ride of half-an-hour or less on the railroad to Montreal (*via.* St. Johns), brings you to Highgate Springs, widely noted for their medicinal properties,—they are sulphur springs, highly medicinal, from which remarkable cures are reported. The Franklin House, at Highgate, is a very attractive, well-furnished hotel, kept by Mr. Judson L. Scott, and has about one hundred rooms, including two or three cottages close at hand. This house and its genial proprietor have an enviable reputation among all who have ever patronized them, and we have no hesitation in commending highly the attractions of Highgate and the Franklin House, to all who wish first-class accommodations at a low rate.

MISSISQUOI PARK.

This newly-laid-out park is a famous resort for picnics and excursions, for those who desire a day's pleasure-trip in rambles, boating, games, etc. It is a lovely spot, and well laid out. It is beautifully situated on the shore of Missisquoi Bay, just within the States, but in sight of the Canada line. The walks, avenues, shore, bridge, boat-house, bathing-houses, large pavilion, open air-stand for speaking, "Lovers' Lane," etc., can only be surpassed by the attractions of the far-famed Rocky Point on the shore of Narragansett Bay, which, "Shepard Tom" assures us, was the veritable Atlantis of the Ancients,—the abode of the gods. It would not be strange if the Institute, some day, should adjourn to hold its next day's entire sessions at this remarkable place.

CONGRESS HALL—SHELDON SPRINGS.

After dinner we took the 1.30 train upon the Missisquoi railroad, which runs up to Richford. We stepped off at Sheldon Springs, nine miles from St. Albans, and, after stopping an hour or so, returned by special engine sent up to take us back. At Sheldon is the famous Congress Hall Hotel, near the noted Springs, which give name to the place, kept by Mr. A. E. McLean. This house is well equipped, situated in a most delightful spot, surrounded by charming scenery, and near the falls and rapids,—ever sounding, roaring, and tumbling,—of the Missisquoi River. These Springs are famous the world over for their remarkable cures of chronic diseases, especially those caused by humors. The hot baths at these Springs are very famous. The hotel is three stories, 150 feet front, 83 feet deep, with broad piazzas to each story. It has 75 handsome sleeping-rooms, well appointed (hair mattresses), and each room supplied with gas and water.

But my description has been too long. I have, however, only desired to set before your readers the facts which I suppose they would like to know if they are contemplating a visit to the Institute at St. Albans in July next.

ACCOMMODATIONS AT ST. ALBANS.

Let me add that the rates for board will be the following: At the hotels in St. Albans, $1.50 a day, two in a room; at private houses, $1.00 a day. Rooms at houses and meals at the Methodist Church, $1.00 a day. (The Methodist Church will also furnish lunch for those who board out of the town and do not return for dinner.) The Franklin House, at Highgate Springs, $1.50 a day, including free ride daily to and from St. Albans. Congress Hall, at Sheldon Springs, probably $1.35 a day, including free ride to and from St. Albans daily.

I desire to say, emphatically, that the people of St. Albans, one and all, are deeply interested to do all in their power to make the stay of all who come the most agreeable possible. The management of the Vermont Central railroad is deserving of all praise for their skill and indefatigable energy in making arrangements,—now nearly completed,—unsurpassed for such an excursion, and attractive side trips; and, in my judgment, all the indications to-day point to one of the largest and most satisfactory meetings for educational purposes ever held in New England. The circulars of information are now ready, and may be had on application to the assistant secretary, Mr. A. D. Small, Salem, Mass. The list of speakers and topics is now nearly full, and must prove of the most satisfactory character.

SOME OF THE LITERARY ATTRACTIONS.

The famous Judge Albion W. Tourjée, who can go on a fool's errand and not return empty-handed; who can write a book of personal history,—diving, on the one hand, to the depths of the most intricate principles of political economy, and, on the other hand, soaring to the ethereal regions of the most thrilling descriptions of a well-planned and admirably-executed love story,—who is equally skillful as a writer and an orator; Wallace Bruce, who speaks persuasively and convincingly of Sir Walter Scott and his works, as none but a Scotchman can speak; Mrs. Julia Ward Howe, C. C. Coffin, and the others, all together form a most attractive bill-of-fare for our educational feast.

The Bulletin of the American Institute of Instruction will be issued, 20,000 strong, next week, and will contain all details of railroad routes and fares, hotel rates, and side-trip excursions, etc. It will be sent to any address by applying to T. Edward Bond, 260 Washington street, Boston.

Very respectfully yours,

St. Albans, Vt., May 13, 1881. WM. A. MOWRY.

NEW-ENGLAND DEPARTMENT.

MAINE.

State Editor, N. A. LUCE, *Augusta, Me.*

— Augusta is moving toward better schools. Hitherto, only that portion of the city situated on the west side of the Kennebec has graded schools proper. The three districts on the east side have now united in one to support graded schools similar to those on the other, up to and including the grammar grade. The High School, which has been heretofore supported by the district on the west side, is to be discontinued as a district affair, and to become a city high school proper, open alike to all within the city limits. The city now promises to have a system of schools worthy of her as the capital of the State.

— The Teachers' Meeting held at West Waterville, April 28 and 29, was largely attended. A hundred or more actual teachers from that and adjoining towns were present. The papers prepared, and discussions had, were both practical and interesting. A County Teachers' Assoc. was organized during the session.

— Prest. Burr, of the State Pedagogical Soc., is "taking time by the forelock," and working up the program for the annual meeting in October.

— Students at the "State Coll." will, hereafter, be compelled to pay tuition at the rate of $30 per annum, — a result of the hostile legislation of two years past.

— A private letter from that veteran educator, Dr. N. T. True, of Bethel, contains the following: "I am still enjoying myself in the ranks of the pedagogues, though for several years I have not been able to meet them in council. I shall complete the fiftieth year since I commenced teaching if I live to see next December. Who else in Maine can say as much?"

NEW HAMPSHIRE.

State Editor, D. A. CLIFFORD, *Manchester, N. H.*

— G. H. Rockwood, of the High School, Jaffrey, N. H., has been elected principal of the High School, Medway, Mass.

MERRIMAC VALLEY TEACHERS' ASSOCIATION.

The fifth regular meeting of this Assoc. was held in the City Hall, Manchester, Saturday, May 14. The exercises began with reading of the Scriptures and prayer by Prest. Whipple.

The first thing on the program was a Class Exercise in History, from Franklin Street Grammar School, E. P. Sherburne, teacher. The topic of the lesson was "Events of '61." The method of recitation was in the nature of discussion as to the most important events and the causes which led to them. It was a very interesting exercise, and gained the approval of the Assoc.

The subject was discussed by Prof. E. R. Angel, of Pinkerton Acad., Derry, who would have the philosophy of history taught,—the facts otherwise valueless.

Miss Carleton, of the Concord High School, would make the study less abstract and more concrete, and illustrated her idea with Caesar as an example. She would allude to his personal appearance and foppish habits, and the common gossip concerning him, and proceed from that to his grand historical career.

The next subject was a Class Exercise in Reading, by Miss E. M. Reed, of the Plymouth Normal School. Of course it was first-rate, but, on account of the limited time, the audience were left with appetites keenly whetted for a "good square meal" of the same kind of diet.

Prof. Warren of the Normal School, and Prof. Larry, of "School of Practice," Fisherville, and Rev. G. L. Demarest, briefly discussed the subject, and then the Assoc. adjourned to dinner.

At 2.00 p. m. Miss J. D. Proctor, who has a private kindergarten at Concord, illustrated her system with a class of little children from one of our lowest primary schools.

Discussion as to lessons to be learned from kindergartners was introduced by Mr. E. C. Burbeck, of Nashua. Mr. G. I. Hopkins, of the Manchester High School, followed him. They agreed that the kindergarten is the proper foundation for all higher education, and that the lessons to be drawn from it are manifold, and plain to all whose hearts are in the work of education.

At the close of this discussion Miss Reed, by request, conducted a class-exercise in number, much to the edification and delight of all.

The session closed with the "Query Box," conducted by Mr. E. P. Sherburne.

Mr. J. G. Edgerly, of Fitchburg, Mass., was present, and gave us a sample of his common-sense ideas in regard to "Technical Grammar."

On the whole, it was a good meeting, and we all want more of the same kind.

VERMONT.

State Editor, C. C. BOYNTON, *Townshend, Vt.*

WINDHAM CO. TEACHERS' ASSOC.

The Windham Co. Teachers' Assoc. will be held at Brattleboro, Vt., Friday and Saturday, May 20 and 21, 1881. The following is the program:

FRIDAY, MAY 20.

Morning Session.—A social and general educational meeting.
Afternoon.—Address of Welcome, by Hon. K. Haskins, Brattleboro.
Essay, "Books and their Influence," by Rev. T. M. Butler, Townshend.
Address, "True Teaching," by Rev. G. E. Martin, Brattleboro.
Reading, by Miss Alice Brown, Leland and Gray Sem.
Paper, "What our Age Demands of Teachers," by L. V. Haskell, Prin. of High School, Charlestown, N. H.
Address, by Rev. S. H. McCollester, D.D., Bellows Falls.
Paper, "Geography of Vt.," by Wm. F. Rochelau, Randolph State Normal School.
Address, "School Supervision," by Herbert D. Ryder, Esq., Springfield.
Exercise in Reading, with class, by C. P. Hall, Prin. of High School, Hinsdale, N. H.
Evening Session.—Address, "The Relations of High Schools and Academies in our School System," by Hon E. Conant, Randolph.
Paper, "The Preparation of Teachers for their Work," by H. W. Willard, Prin. Vermont Acad.
Address, "The Relation of the School and State," by Prof. J. S. Cilley, Essex.

SATURDAY, MAY 21.

Morning Session.—Business meeting, and organization of county Assoc.
"The Town Superintendent," by D. L. Mansfield, Dummerston.
"Who Shall Teach?" by A. W. Edson, Prin. Randolph State Normal School.
Paper, "Arithmetic," by A. M. Bailey, Prin. Keene High School.
Address, "What Sort of Citizens?" by Geo. A. Brown, Prin. Bellows Falls High School.
Address, by Hon. Justus Dartt, State Supt.
Paper, "Practical Arithmetic," by F. G. Wheatly, Prin. Springfield High School.
Address, by A. L. Hardy, Prin. West Randolph High School. Discussion opened by C. C. Boynton, Prin. Leland and Gray Sem.
Afternoon Session.—Address, by Hon. J. W. Patterson, Hanover, N. H.
Address, by Rev. G. B. Gow, Brattleboro.
Paper, "Composition Writing," by Mrs. E. A. Kenyon, Leland and Gray Sem.
Class recitation in Fractions, Miss M. E. Sisson, Prin. Brattleboro Grammar School.
Address, by Rev. L. B. Hibbard, recent editor of the *Vermont Tribune*.
Question-box, and an address.
The usual courtesy of fare one way will be given by the railroads.
Free entertainment for those who apply in advance to Prof. B. F. Bingham, Brattleboro.

MASSACHUSETTS.

State Editor, ALFRED BUNKER, *Boston (Highlands), Mass.*

BOSTON.—The "closing chapters" of his "Personal Recollections of the Army," were delivered by Mr. E. B. Gay, of the Warren School, at Young's Hotel, last Tuesday evening, before the Sub-Master's Association, of which he has for several years been secretary. We take pleasure in stating that we have seen letters from the Division, Regimental, and Company officers with whom he served, who speak in the highest terms of his "conspicuous bravery" in many actions, and particularly that of Cold Harbor, June 1 and 3, 1864, in which on the first day he was wounded, but on the third he refused to remain out of the action, preferring to share the "dangers and honor of his company." Gen. Henry's attention being called to this fact by the major commanding, wrote him a letter from which we quote the last sentence, — "The spirit shown by him at Cold Harbor, being wounded and refusing to go to the rear, is something unusual, and I would recommend him for any position requiring determination and attention to duty."

BRISTOL COUNTY TEACHERS' ASSOC.

The fourth meeting of this Assoc. was held in New Bedford, May 6 and 7.

Friday evening was devoted to "A Talk on Education," by Hon. J. W. Patterson, of New Hampshire. His name is sufficient guarantee of its excellence.

Saturday morning the Assoc. was regaled by a suggestive essay on "The Power of the Natural Sciences in Awakening Perception," by John M. McKenzie, of the Fall River High School. The public schools, he said, have been greatly benefited by the criticisms levelled at them by Richard Grant White and others. In his opinion, the great fault of the public schools is their failure to turn out men and women of independent thought. There will always be this failure as long as the chief end of the schools is the training of the memory, and while results are gauged by percentages. Our graded schools are run too much like a railroad, — the scholar must be at a given point at a given time at all hazards. The essayist suggested the study of the natural sciences as a means of training the perceptive faculties. He would have these subjects taught practically, beginning in the lowest grade of the primary school.

Mr. A. F. Wood, of the same city, though believing in the importance of developing the faculties of observation, doubted the practicability of these apostles of the natural sciences. With many of the children going to school but a few years, and with school courses as now laid out by the school boards in accordance with the demands of the people, teachers are obliged to teach those things which children must know.

Supt. W. W. Waterman, of Taunton, said nearly all school-courses provide for study of the natural sciences. But so many children leave school long before the completion of the course, that the time must be given to absolute essentials. Even with this drawback, the teachers can do much teaching of the natural sciences if they only set about it.

Edwin Emery, instructor on revenue cutter "S. P. Chase," read an essay on "Methods of Teaching Spelling." He assumed the importance of the subject, and that the scholars must be taught to spell according to established usage, until the language shall be reformed and placed on a scientific basis. In teaching spelling, teachers must follow the natural method by awakening the interest of the pupils.

Mr. Lamprey, of North Easton, said, as an argument for oral spelling, that the child who has spelled a word wrong be-

fore his schoolmates, and been laughed at, will not be likely to misspell it again.

Mr. Bronson, of Fall River, said it was better to teach a child a thousand words that he will use, than ten thousand,—as some children have to learn (?)—that he will never use.

Spelling reform, 'the panacea of all school evils,' found an advocate in Mr. Wood.

Miss Emily J. Richard, also of Fall River, followed with a valuable paper on "The Use of the Imagination in Teaching." She made an able argument for the cultivation and the use of the imagination, instead of its repression. She showed by practical illustration how it might be employed to good purpose in teaching in all grades of schools. In conclusion, the essayist made an effective appeal for more attention to the foundation of character. This ought to be the chief aim of school-work. But it has given place almost entirely to mere lesson-learning.

Supt. Harrington supported the views advanced by Miss Richard. He said that the plans proposed could be put to practical use by any teacher at the very next school session. He read several exercises or "compositions," prepared by pupils in a primary school of this city, showing somewhat remarkable play of the imagination.

A. O. Burt, of the Taunton High School, explained his unique method of teaching Percentage.

Prof. G. Stanley Hall, of Harvard Univ., followed with an able talk on Kindergartens. (See *résumé* of his lecture in a former number of THE JOURNAL.)

The reports of committees being in order, the following officers were elected for the ensuing year:

Prest.—Charles S. Moore, Taunton. *Vice-Prest.*—William Connell, Jr., Fall River; Miss B. B. Winslow, New Bedford. *Sec.*—C. F. Boyden, Taunton. *Treas.*—Mr. Copeland, Mansfield. *Directors*—M. C. Rodgers, New Bedford; W. T. Leonard, Fall River; E. S. Hersey, Taunton.

The next exercise on the program seemed to be the dinner, from which point our reporter's notes are no longer reliable. That there was a copious supply of after-dinner eloquence is evident from the number of names scattered over the pages. A local paper says that the only criticism that could be made was that of 'cramming' on the part of the Committee on program. We hope the same fault cannot be found with the committee on Dinner.

Evidently the members present were well satisfied with their Executive Committee.

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WORCESTER CO. TEACHERS' ASSOC.

The first meeting of the Assoc. for 1881 will be held in Westboro, Saturday, May 28. The following is the program:

A. M., 9.30. Opening exercises.
10.00. "Motives to Study," by J. T. Prince, Supt. Schools, Waltham.
11.00. "Hygienic Condition of School-rooms," by Dr. E. B. Harvey, Westboro.
P. M., 1.30. Business meeting.
2.00. "Conducting Recitations," by J. G. Edgerly, Supt. of Schools, Fitchburg.
3.00. "Influence of the Association on the Schools," by Henry Melville, Prin. High School, Winchendon.

If time will permit, the following questions will be discussed: "How should Supplementary Reading be Used?" and "How should the "Tables" be Taught?"

The Convention will be held in a grove on the shore of Lake Chauncy,

PROGRAMME OF SUMMER NORMAL SCHOOL OF LANGUAGES.

Our Summer Normal School of Languages will be conducted upon the same principles that have obtained for us the esteem of men of high standing, and the satisfaction and friendships of the pupils of our permanent School of Languages in New-York City and Brooklyn.

Our work is thoroughly done, and the student is taught to speak, read, and write grammatically. Our heart is in our work, therefore the pupils will find both pleasure and profit.

The Normal School of Languages at St. Albans, Vt., under the direction of Mr. S. M. Stern, author of "Studien und Plaudereien," will commence Saturday, July 9.

St. Albans is one of the most delightful spots in New England, situated in the center of a large number of the most popular summer resorts,—Lake George, Ausable Chasm, Lake Champlain, Niagara Falls, Toronto, the Thousand Islands, the Upper St. Lawrence, etc., etc. The scenery through Vermont, in going to St. Albans, is beautiful.

The price of tickets is greatly reduced; for instance, from New York and return, the ticket will be given for $12.00, all rail, and $10.00 via boat to Troy and New London (regular price being $18.50). Tickets from other points are reduced in the same degree.

The most prominent men will deliver addresses (see circular of The American Institute of Instruction, Fifty-second Annual Meeting, just published).

Former experience has shown us that those teachers who attend Summer Schools desire a perfect rest after their term's work is done; therefore, after careful consideration, we have decided to give a four weeks' course of twenty-four sessions, instead of the six weeks' course of thirty.

Our plan for the sessions, however, is, after careful thought, so well prepared that we shall obtain at least the same result as in the longer period of former years. Our friends will hear of this arrangement with pleasure; they will thus be enabled to have, afterwards, almost four weeks entirely for their recreation before entering again their schools.

The return tickets from St. Albans will be good from July 1 until Aug. 6, inclusive. Board can be had at $5.00 a week and upwards. Tuition fee will be $12.00.

Pupils will be at liberty to study French or German, or both, and can participate in as many classes as they choose themselves. The lectures on French and German will be free to the students. There will be three grades: (1) Classes for advanced pupils; (2) Intermediate classes; and (3) Classes for beginners.

Special attention will be paid to those who wish to improve their pronunciation. Special classes will be arranged for those who wish to teach the Languages.

The following lectures may be announced to-day:

The promenade dans Paris.	Plauderei I.: Allerlei.
Le Siècle de Louis XIV.	Plauderei II.: Vielerlei.
Victor Hugo.	Plauderei III.: Mancherlei.
A travers la France.	Eine Königin.

The Summer School of Languages, at Catskill, N. Y., under the direction of Prof. Menco Stern, is already well known to many. As this School is frequented, also, by such as can dispose of their time earlier than July 1, the arrangements are made so as to open one course June 15, and another July 6, each course to be four weeks, The students, however, are at liberty to prolong their course according to their own pleasure. About lectures, other particulars, etc., later.

NOTICES FROM THE PEOPLE AND THE PRESS.

Dear Sir :—"I commenced the study of German by your system with you and your brother the 7th of January, this year, and last night you called upon me at my house, and for an hour and a half we conversed entirely in German, and had you spoken English with me it would not have been much plainer; I understood perfectly every thing you said. I also found I could express myself to you in German very easily. I must say I am perfectly delighted with your system. If any one had told me that in less than three months I could speak, read, write, and understand German as I do today, I never would have believed it. I think it is the greatest system in the world, and I intend to follow it with you until I am a perfect scholar in that language. Hoping you will meet with all the success you deserve."

I am yours truly, J. W. CURTIS.
1 *E.-53d St., N.Y., April* 6, 1880.

Rev. Dr. A. P. Peabody, of Harvard College, writes :—"I have faith in his (Prof. Stern's) method of teaching as the only natural and philosophical method of teaching a living language."

Prof. N. R. Harper, Ph.D., Baptist Theological Seminary, Morgan Park, near Chicago, writes :—"I was a pupil of Mr. S. M. Stern in German during the summer session, and it gives me great pleasure to bear testimony to his great efficiency as an instructor. He is an exceptional teacher; his thorough, systematic method of teaching, the exceeding accuracy of his work, the inspiration imparted to his pupils, togther with his genial and affable manner, ready store of knowledge, and intense earnestness of purpose, render him invaluable to those desiring to gain a knowledge of the German language. He cannot be recommended too highly."

Rev. Dr. John Bodine Thompson, Catskill, N. Y., writes in a letter :—The progress so far made under your instruction has been more than double that usually made by other methods.

I will only add that your 'Literature' lectures and lessons have given me personally great gratification."

Prof. H. B. Richardson, of Amherst College, writes :—"Permit me also to express my most hearty approval of your method of teaching, as I have seen it in practical operation in your classes for the past six weeks. Your success is your best recommendation."

"Having ourselves enjoyed his instructions, (Prof. M. Stern's), we have personal knowledge of his wonderful ability, not only to impart instruction, but also to awaken the enthusiasm of his classes, and that to such a degree that the exercises become a pastime entertainment. Such is the rapidity with which the language is acquired by this method, and under Prof. Stern, that pupils are enabled in a few weeks to converse in the language with considerable facility, etc., etc.'

Signed,—REV. DR. H. L. WILES, REV. DR. T. A. R. MCCURDY, REV. S. C. FARIS, DR. W. W. FIRESTONE, JOHN MCSWEENEY, ESQ., D. METZ, ESQ.,

The Royal Inspector of Schools (German Empire) Rector Dr. Phil. Konze writes of Mr. M. Stern :—"The same possesses a remarkable gift for teaching, and deserves the highest recommendation."

Rev. Dr. H. L. Wiles, says again :—"In studying four or five different languages in the past, I have found no teacher or method the equal of Prof. Stern and his method."

The New York School Journal, April 30, in an article about methods, says:—"Prof. Stern is well calculated to advance the reform that was needed. Grasping the true principles of education he applies them to the learning of a language. Ardent, industrious, persevering and ingenious, he enters with spirit upon his work. The pupils see they have a teacher who comprehends their needs and ministers to them, instead of one who follows a blind system regardless of the end to which it leads. They gravitate irresistibly towards such a teacher, so that he, with his brother, Prof. Menco Stern, and five assistant professors have their hands full. In addition to the New York School of Languages, one has been opened under the same management in Brooklyn."

Prof. F. Bocher, Harvard College, writes :—"What a charming book you have made of it!"

Rev. Dr. A. P. Peabody, of Harvard College, writes :—"I have never seen a reading-book for American learners of the German so admirably adapted to their need, and with its advancing pages to the stages of their increasing capacity I should be glad for the sake of such learners to recommend and promote its use."

Rev. H. C. Vetterling, of Allegheny City, writes :—"I have just finished the reading of your work entitled '*Studien und Plaudereien.*' It is my opinion that to the beginner in the German language it is the most valuable work that has ever been published."

"It is the embodiment of everything that is rational in the teaching of a foreign language. I have read your book, and I have understood every word therein, without once referring to the Grammar or the Dictionary, and without having any previous knowledge of the German language."

The New York Tribune, April 29, 1881, says :—"Mr. Stern's book is bright and attractive. It shows throughout the skill and earnestness of the born teacher, and deserves the success it has achieved."

Apply for the Circular of the American Institute of Instruction to the President, WILLIAM A. MOWRY, Esq., or, Assistant Secretary AUGUSTUS D. SMALL, Esq., Salem, Mass. Apply for the Bulletin of the American Institute of Instruction to Mr. T. EDW. BOND, 250 Washington Street, Boston. Apply for particulars concerning Hotels, Boarding-houses, &c., to the Chairman of the Reception Committee, Mr. S. W. LANDON, St. Albans, Vt. Apply for particulars concerning the Normal Schools, to STERNS'S SCHOOL OF LANGUAGES, 309 Madison Avenue, New York.

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For Sunday Schools.

THE BEACON LIGHT. Sunday School Song Book, by J. H. TENNEY and E. A. HOFFMAN. Specimen copies mailed for 30 cents. Liberal reduction for quantities. DITSON & Co. respectfully call attention to the marked improvement which is apparent in their newer publications for Sunday Schools. The best talent in the country has been employed in compiling them, and they have been received with marked favor. The BEACON LIGHT is the work of two of the best hymn and tune composers in the country, is a carefully "winnowed" book, only the best 100 out of 500 manuscripts having been retained. We have not many Sunday-school hymns better than

"Love of the Saviour, tender and precious,
Deeper and broader than ocean or sea,
Stronger than death, so pure and so gracious,
Oh, in thy fullness flow sweetly to me."

Or

"He who conquers, wins a crown
When he lays his armor down,
For we bear the cross no more
When we reach the golden shore."

Attention is also directed to **White Robes** (30 cts.) by Abbey and Munger; and to **Good News** (35 cts.) by R. M. McIntosh. These excellent books are still in demand. Their authors have also new books in progress, which will soon be announced.

☞ *Any book mailed, post-free, for retail price.*

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For Teachers, Superintendents, Teachers of Drawing, and Art Students. Industrial Drawing, Water-Color, Oil Painting, and Modeling in Clay. Opens July 5, for four weeks. Expenses low. Send for Circulars.

W. S. GOODNOUGH,
Supt. of Drawing in Public Schools, Director of School of Art, Columbus, Ohio.
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MRS. E. W. WILDER, *Sec.* H. WHITTEMORE, *Pres.*

—By invitation from Supt. Cornell, Sec. Dickinson met the School Com. and the teachers of Fall River, on Friday last, for a discussion of methods of teaching. The school affairs of the city are well conducted; the schools are free in the fullest sense of the term. Everything pertaining to the school discipline, as well as to instruction, is free alike to all. The results are, a great saving of expense, and greater efficiency in school work.

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ILLINOIS.—State Normal Univ., Normal, Ill.; commencement week: May 22, 8 p. m., annual sermon before the seniors; May 23, 24, and 25, closing examinations; May 25, 10 a. m., meeting of the Board of Education; 3 p. m., business meeting of the alumni; 8 p. m., class-day exercises of the seniors; May 26, 9 a. m., commencement exercises; 8. p. m., president's reception. EDWIN C. HEWITT, *Prest.*

KANSAS.—The program of the State Teachers' Assoc., to be held at Manhattan, June 21 and 22, is announced as follows:

Tuesday, June, P. M. Annual address, by President Wm. Wheeler, Supt. of Schools. Social and reunion.

Wednesday, A. M.— Paper, "The Emilie of Rousseau," by Miss Grace C. Bibb, professor of Pedagogics, Univ. of Missouri.

Paper, by Carl O. Marshall. Paola Discussion, Messrs. J. H. Lee, M. Chidester, R. C. Story, L. T. Gage, A. M. Crary, and others.

Paper, by Hon. J. M. Greenwood, Kansas City; subject not yet announced.

Afternoon. — Address, "Mosaic compared with Modern Biology," by Hon. O. S. Munsell, Council Grove, Kan.

Paper, "Manual Schools; Shams in Education," by Prof. D. E. Sanders, Fort Scott. Discussion.

Paper, by D. H. Robinson, prof. of Latin and Literature, Univ. of Kan.

Address, "The Eucational Movement in the South," by Hon. Jas. L. Denton, State Supt. Public Instruction, Arkansas.

Thursday, A. M.—Paper, "Educational Forces," by Hon. J. R. Campbell, Supt. of Schools, Newton, Kan.

Paper, "Supplementary Reading in Schools," by Miss Lillian F. Hoxie, of Fort Scott. Discussion.

Paper, "Literature in Public Schools," by Hon. Geo. W. Hoss.

Afternoon. — Paper, "Hot-house Education," by R. C. Meade, Supt. Atchison Schools.

NEW YORK.—On the 22d of June there is to be a grand gathering of the alumni and friends of education at Union Coll., in connection with the laying of the corner-stone of a new building, to be erected for college purposes. Prest. Grant, at the earnest solicitation of Hon. E. W. Potter, president of the Coll., has signified his intention to be present. This building is to be called Memorial Hall, and Prest. Grant has contributed $1,000 to the general fund.

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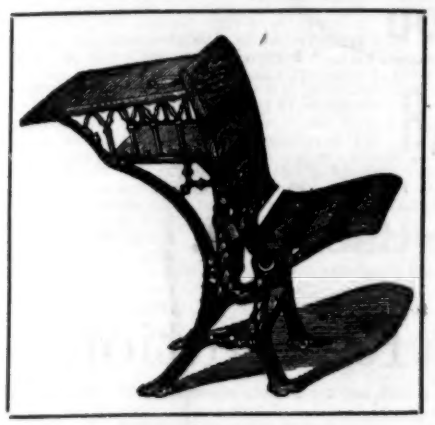

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